



# Parent Handbook

## June 2018

317 EAST COLLEGE STREET  
OBERLIN, OHIO 44074  
440-774-8193  
[WWW.OBERLINEARLYCHILDHOOD.ORG](http://WWW.OBERLINEARLYCHILDHOOD.ORG)

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# ABOUT OBERLIN EARLY CHILDHOOD CENTER

## WELCOME TO OBERLIN EARLY CHILDHOOD CENTER

Congratulations on making the right choice for your child. This parent handbook will provide you with an overview of our philosophy and commitment to working with children, as well as our operational policies. We are pleased that you have selected our center to be part of your child's growing years.

## BOARD OF TRUSTEES

Oberlin Early Childhood Center is a not-for-profit 501 (c)(3) organization that is operated by a Board of Trustees. The Board of Trustees role is to:

1. **Determine mission and purpose.** It is the board's responsibility to create and review a statement of mission and purpose that articulates the organization's goals, means, and primary constituents served.
2. **Select the chief executive.** Boards must reach consensus on the chief executive's responsibilities and undertake a careful search to find the most qualified individual for the position.
3. **Support and evaluate the chief executive.** The board should ensure that the chief executive has the moral and professional support he or she needs to further the goals of the organization.
4. **Ensure effective planning.** Boards must actively participate in an overall planning process and assist in implementing and monitoring the plan's goals.
5. **Monitor and strengthen programs and services.** The board's responsibility is to determine which programs are consistent with the organization's mission and monitor their effectiveness.
6. **Ensure adequate financial resources.** One of the board's foremost responsibilities is to secure adequate resources for the organization to fulfill its mission.
7. **Protect assets and provide proper financial oversight.** The board must assist in developing the annual budget and ensuring that proper financial controls are in place.
8. **Build a competent board.** All boards have a responsibility to articulate prerequisites for candidates, orient new members, and periodically and comprehensively evaluate their own performance.
9. **Ensure legal and ethical integrity.** The board is ultimately responsible for adherence to legal standards and ethical norms.
10. **Enhance the organization's public standing.** The board should clearly articulate the organization's mission, accomplishments, and goals to the public and garner support from the community.

A current list of Board Members and their contact information is made available on our website at [www.oberlinearlychildhood.org](http://www.oberlinearlychildhood.org).

## MISSION, VISION, VALUES

### Mission

Nurturing the healthy growth of young children

### Vision

All children thrive!

## Values

Respect – We view respect as the foundation of every relationship.

Diversity – We see diversity as recognizing and valuing the richness of differences.

Collaboration – We collaborate to strengthen and optimize opportunities to achieve common goals.

Access – We are committed to enhancing access to opportunities for children, families, and staff.

Creativity – We believe that creativity empowers individuals and groups to reach their potential.

## HISTORY

The OECC was founded in 1968 as an experimental summer program for low-income families of preschoolers. Originally located in the basement of Christ Episcopal Church, the program moved within months to larger quarters in the basement of First Church. This low-cost program quickly became popular with families of all socioeconomic backgrounds.

Before incorporation, the Center's fiscal agent was the Oberlin Consumers Co-op whose manager was James "Bill" Long. The Co-op also provided support for the Center through its "Causes Fund" now called the Bill Long Foundation. In 1973 the Center gained status as a nonprofit corporation and received its first United Way grant.

In 1973 it was clear that the growing program needed its own space. With the influence of Evan Nord of the Nordson Corporation, the Nordson Corporation Family Foundation agreed to build a facility on land located on East College Street. Ground was broken in 1975, and in April of 1976 the building was completed and the program moved to 317 East College Street. The Nord family's support continued through establishment of the Oberlin Early Childhood Center Fund and the Oberlin Early Childhood Center Building Fund, to offset the cost of building maintenance and utilities.

1987 brought questions regarding the direction of curriculum, professional development, and program oversight. The Nordson Corporation Foundation contracted with the High/Scope Foundation of Ypsilanti, Michigan to conduct a comprehensive critique of the facility and programming. The result was the implementation of a full time Program Director to work in conjunction with staff to enhance the curriculum and center related activities.

OECC has seen many changes in the needs of its children and families, as well as funding streams. Federal funding cuts have made an impact on the program. The support of funds received from the City of Oberlin and Oberlin College as well as foundation grants helps to sustain the program. Contracts are in place with the Department of Jobs & Family Services of Lorain to provide tuition reimbursement for low-income families.

Through the years, OECC has remained an early childhood program that has focused on comprehensive quality services for families of all income levels. In January of 1998 the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children accredited OECC, giving it the hallmark of an exemplary program.

# LICENSING & HIGH QUALITY EARLY CARE AND EDUCATION

## OHIO DEPARTMENT OF JOBS & FAMILY SERVICES LICENSE

The State Department of Jobs & Family Services is the licensing body over child care centers throughout the state. OECC's child care license is posted on the parent board located in the front hallway. A toll-free telephone number is listed on the center's license and may be used to report a suspected violation of the licensing law or administrative rules. The licensing rules governing child care are available for review at the center. Reports are available for review in the lobby or on the Ohio Department of Jobs & Family Services website or by calling 1-800-686-1581.

## NATIONAL ACCREDITATION

OECC has been accredited through the National Academy of Early Childhood Programs of the National Association for the Education of Young Children since 1998. In 2013 OECC was accredited through The Association for Early Learning Leaders. Accreditation is awarded to exemplary early childhood programs that meet specific standards which includes:

- Qualified staff with degrees/credentials in early childhood or child development;
- An enriched, safe, healthy learning environment which supports all areas of child's growth and development: physical, social-emotional, cognitive, linguistic, and creative
- Respect for the diversity of children and families and inclusion of diversity in all aspects of the programs; and
- A meaningful partnership with families, including family participation in program decision-making and support for their primary role in the lives of their children.

## STEP UP TO QUALITY

Step Up To Quality is Ohio's voluntary quality rating system for licensed child care programs in Ohio. Step Up To Quality recognizes early care and education programs that exceed quality benchmarks over and above Ohio's licensing standards. OECC has been a star rated program since July 1, 2009, and has held the highest rating since 2013. Some of the criteria our program had to meet included:

- Low child/staff ratios;
- Qualified staff members who receive ongoing specialized training;
- Solid administrative practices;
- Standardized curriculum and assessments.

More information about the Step Up to Quality program can be found at [www.stepuptoquality.org](http://www.stepuptoquality.org).

## EQUAL OPPORTUNITY

It is unlawful for the center to discriminate in the enrollment of children upon the basis of race, color, religion, sex, or national origin or disability in violation of the American with Disabilities Act of 1990, 104 Stat., 32, 42 U.S.C. 12101 et sez.

It is OECC's policy to provide equal educational opportunity to its clients, and equal employment opportunity to all persons without regard to race, color, creed, national origin, sex, or disability.

Our primary objectives are:

- No exclusion or segregation of persons from services because of race, ethnicity, or sex.
- No discrimination on the basis of race, ethnicity, or sex with regard to recruitment, hiring, position assignment, promotion practices, or other conditions of employment.
- No discrimination on the basis of race, ethnicity, or sex in the selection of member selected to serve on the Board of Trustees and/or other governing bodies.
- No contractual agreements for work or other services with agencies or firms that are in violation of state and federal regulations or current court ruling regarding equal employment opportunities.

The implementation of this policy will be the responsibility of the Executive Director in cooperation with OECC's Board of Trustees.

## PARENT FEEDBACK, QUESTIONS OR CONCERNS

### ANNUAL SURVEY & SUGGESTIONS

OECC conducts annual parent surveys on the quality of our programming. Survey results are compiled, discussed with staff, and a plan developed to address any challenges, ideas, or opportunities. The plan is summarized and distributed to parents.

Parents are also free to submit questions and suggestions in our comment box located across from the front office. Questions will be responded to and addressed in the best manner as possible.

### PARENT QUESTIONS OR CONCERNS

It is our goal to ensure you and your child have the best early learning and care experience at OECC. If, at any time you have a question or concern about our program or services, please call or email the Executive Director. The Executive Director will work with you to resolve the issue.

It is possible that our program may not be the best fit for all families for several reasons, our approach toward teaching and learning, our enrollment options, etc. etc.. In the case that we are not able to meet the needs of the family and child we may recommend placement in a program that is able to meet the needs.

## APPROACH TOWARD TEACHING AND LEARNING

### EDUCATION VISION

Oberlin Early Childhood Center is inspired by the work of Reggio Emilia. We strive to cultivate an atmosphere where:

- Teachers are inspired to grow in their competency and transform experiences into thoughts and reflections
- Children are viewed as competent learners who actively construct knowledge through exploration and experimentation with their environment.
- Families drive content of the learning environment through cultivated and sustained relationships.

The Reggio Emilia Approach originated, after World War II, in the town (and surrounding areas) of Reggio Emilia, Italy out of a movement towards progressive and cooperative early childhood education.

It is unique to Reggio Emilia. It is not a method. There are no international training colleges to train to be a Reggio Emilia teacher. Outside of the town of Reggio Emilia, all schools and preschools that use this approach are Reggio-inspired, using an adaptation of the approach specific to the needs of their community.

This is important, as each student, teacher, parent, community, and town are different. No two Reggio-inspired communities should look the same, as the needs and interests of the children within each community will be different.

This guide was developed to present the vision of our approach toward quality and teaching and our definition of “Reggio-inspired”. It was created to provide a standard for all classrooms to follow to ensure consistency and quality throughout the center in our approach toward teaching.

### EMERGENT CURRICULUM

An emergent curriculum is a philosophy of teaching and way of planning curriculum that focuses on being responsive to children's interests to create meaningful learning experiences. This philosophy prioritizes active participation, relationship building, flexible and adaptable methods, inquiry, and play-based learning. Curriculum is child-initiated, collaborative and responsive to the children's needs.

Planning an emergent curriculum requires observation, documentation, creative brainstorming, flexibility and patience. Rather than starting with a lesson plan which requires a “hook” to get the children interested, emergent curriculum starts with the observation of the children for insight into their existing interests. Additionally, content is influenced by values held for the children's learning by the center, community, family and culture. The classroom consists of learning centers that expand and facilitate children's learning and encourage independent learning skills.

Creative Curriculum is a standardized formal curriculum that best aligns with our emergent approach toward teaching and learning. It provides learning objectives for infants, toddlers, and preschoolers. This curriculum

also aligns with the State of Ohio Early Learning and Development Standards. All classrooms will maintain a copy of the curriculum and receive an overview training.

## OUR VIEW OF THE CHILD

At Oberlin Early Childhood Center we do not believe in the theory that children are blank slates awaiting knowledge to be given to them, but that each child is born with the innate ability and desire to construct knowledge for themselves. They are strong, competent, creative, and curious individuals. We feel that this curiosity drives children to experience and explore everything that surrounds them to try to build a better understanding of the world in which they live.

We agree that the child has 100 languages and uses each of these to create, explore, assemble, manipulate, research, learn, play, rejoice, feel, and communicate. Children are capable of communicating to us from the time they are born, it is up to us to listen, watch, and observe to gain a better understanding of them.

The child is capable of using a wide variety of materials to explore. Our teachers create an accessible environment full of real life materials to express to the children that we respect them as researchers, trust them as competent learners, and believe that the work they are doing is worthwhile and important.

Children strive to create strong attachments and secure relationships with others. These relationships develop confidence in the children. It is this confidence that strengthens the children's ability to look for answers for themselves. A confident child is ready to learn.

## OUR VIEW OF THE TEACHER

We view our teachers and primary caregivers as competent, creative and committed to the learning and development of our young learners. Teachers and primary caregivers are free to create a unique environment that fits within the framework of our curriculum and approach. They engage in ongoing discussions with colleagues, participate in study groups and formal trainings, and receive mentoring to reflect upon their own teaching and the observation, reflection and documentation of the children's learning.

Teachers and primary caregivers are viewed as co-collaborators with parents and children to provide optimal experiences. They share ideas, thoughts, and discoveries through newsletters, emails, documentation panels, and daily conversation and include them in planning and incorporating experiences into the classroom.

We view our teachers and primary caregivers as early childhood teaching professionals not nannies, babysitters or daycare providers. All of our them possess knowledge of child development, years of formalized trainings, and have certifications and degrees. They are lifelong learners in the field of early childhood education.

Our teachers and primary caregivers are investigators, experimenters, researchers, and co-learners. They plan along with the children by framing questions, collecting data, observing and recording thoughts and actions, and analyzing and interpreting this information in a continuous cycle. As the children are constructing

their knowledge they make it visible through documentation. A teacher or primary caregiver at OECC focuses on the process of learning through play, exploration and discovery rather than focusing on the product that results.

We view our teachers and primary caregivers as protagonists, setting up environments that are aesthetically inviting, orderly, accessible to all children and reflect the ideas, ethics, attitudes and cultures of the community. They recognize the environment as a third teacher, an instrument for learning, intentionally placing tools and materials within the space to provoke thinking.

## THE ENVIRONMENT AS A THIRD TEACHER

The classroom environment sets the stage for the children's learning. It is a crucial and integral part of daily life in an early learning environment. The space should be inviting, open, colorful, orderly, and aesthetically pleasing. At OECC, we believe that the children should be comfortable in the classroom. We fill the rooms with real furniture, natural light, rugs and lamps so that our classrooms feel more intimate and less institutionalized. Everything should have its place and the children should be able to access all materials freely. The classroom should act as a blank slate for the children to fill with their ideas and stories and work areas should be open-ended rather than have a predetermined function. The space should reflect the needs and interests of the children and should evolve over time.

Our toddler and preschool classrooms have some elements in common. All classrooms contain:

- a group meeting area for stories and group meetings
- a construction area large enough for ample building and storage of works in progress
- an art area full of paper, crayons, markers, stamps, paint, glue and scraps of other materials
- a dress-up or dramatic play area (which may look different depending on the interests of the children in the classroom)
- a sensory table/water table of which the contents change frequently
- a reading area with books that are rotated often and support the current inquiry
- a quiet area for when a child prefers to be alone
- tables for puzzles, manipulatives, group work and provocations
- a designated area with playdough, flubber, cloud dough and other tactile materials that rotate frequently and tools that build fine motor control such as rollers, scissors, mallets, tongs, etc.
- a science area for where children can explore plants, animals, magnets and other science interests

The outdoor space is also included in this conversation. After all, the outdoors is merely an extension of the classroom. The interests of the classroom should be visible in the outdoor space as well. Oftentimes materials from inside make their way outside and back. Children may be inspired by the same materials in a different setting. For instance, taking a small kitchen out to the sand yard may inspire children to create mud pies and cakes from wet sand.

Perhaps, most importantly, the environment should support the work of the children without constant adult guidance and intervention. The environment should offer enough provocation and interest to fuel the

children's learning without the direct help from the teachers. It should invite wonder, curiosity and investigation and as a result breed learning.

## THE ROLE OF PARENTS & THE COMMUNITY

OECC respects the role the parent has in their child's life. Parents are included in decision making about activities the children are involved in experiencing. Teachers do this by keeping parents informed of the classroom's current inquiry and investigation and asking for ideas, support, and active participation.

Along with the parents, the community plays an active role in the lives of the families and children. Our Board of Trustees oversee the center and is made up of parents and community members. They support the operation of the center by taking on fiscal responsibility and the development of strategic goals to guide the vision and mission of the center. In addition the center collaborates with community organizations such as the Oberlin College Community Music School, Oberlin Public Library, OhioGuidestone, OberlinKids, Eastwood Elementary, the Bonner Center for Student Learning, FAVA, etc to support the mission and visions of the organization.

## CLASSROOM & CENTER SCHEDULES

### DAILY CLASSROOM SCHEDULE

Daily schedules are developed by classroom teachers to meet the needs of the children in the classroom. A sample daily schedule is outlined below with approximate times for toddler and preschool classrooms as infant schedules are developed and change frequently based on infants need. Classroom schedules are posted outside each classroom for parents to view.

6:30 to 8:30	Arrival & Free Choice Play
8:30 to 9:00	Breakfast
9:00 to 11:30	Centers/Small Group Activities/Gross Muscle Play
11:30 to 12:00	Lunch (*PreK lunch is from 12:00 -12:30)
12:00 to 2:30	Quiet Rest Time
2:30 to 3:00	Snack
3:00 to 6:00	Centers/Small Group Activities/Gross Muscle Play

\*Toileting schedules are based on each child's needs. Toileting/diapering takes place throughout the day.

### CENTER HOURS

The center is open year round Monday through Friday 6:30 a.m. to 6:00 p.m.

### OFFICE HOURS

The office is open from 7:00 a.m. through 5:00 p.m Monday through Friday. Should you require assistance outside these times please make an appointment with the Secretary. Families may also email questions to the Executive Director, Jennifer Harris at [jharris@oberlinearlychildhood.org](mailto:jharris@oberlinearlychildhood.org) or the Assistant Director, Debbie Marvin at [dmarvin@oberlinearlychildhood.org](mailto:dmarvin@oberlinearlychildhood.org).

### SCHEDULED CLOSINGS

The center closes to observe holidays and to provide for professional development for staff. The annual schedule is distributed by December 1 for the following year. Copies of the schedule are available on our website [www.oberlinearlychildhood.org](http://www.oberlinearlychildhood.org) and in our lobby.

### UNSCHEDULED CLOSINGS

The Oberlin Early Childhood Center will close when it is determined that conditions are unsafe for young children, families and staff. OECC is NOT automatically closed if Oberlin Schools closed.

The reasons for the Center to close could be weather, building maintenance (lack of water or heat) or health related issues (flu episodes). The Executive Director has the responsibility of deeming the conditions unsafe for children and closing the building. Parents will be notified by our OneCall system of any emergency closing. Please make sure to update any new emails or phone numbers to our OneCall System by stopping in the front office. In the case the center closes due to an emergency, and your child was scheduled to attend that day,

tuition will be billed as scheduled.

## ENROLLMENT, ATTENDANCE & WITHDRAW POLICIES

### PROGRAM OPTIONS

OECC provides full-day early care and education services (5 day, 3 day or 2 day) for infants starting at 6 weeks of age, toddlers, preschool, and pre-kindergarten aged children. OECC is not licensed as a drop in care facility. Children must be enrolled for a minimum of four consecutive weeks.

### REQUIRED ENROLLMENT INFORMATION

Parents are required to complete all ODFJS, USDA, and Step Up to Quality required paperwork upon enrollment and update them as required by the center. Parents must also bring with them verification of income prior to enrollment.

### WAITING LIST

When a slot is not available the child will be placed on the waiting list. Priority is granted to families who currently have children enrolled in the program.

### ATTENDANCE

Please call the office if you know your child will not be present. If a child is not in attendance for more than 2 weeks, and the parent has not been in contact with the center, the child will automatically be withdrawn from the program. In this case the deposit will also be forfeited.

If a child must be late, we ask that parents make every effort to bring their child into the center no later than 11:30 a.m. When a child is brought into the center after lunch it can be difficult for the child to understand that it is not play time and they must remain on their cots to rest.

### VOLUNTARY WITHDRAW FROM THE PROGRAM

If you intend to withdraw your child from our program, a Change of Status form must be completed. If you provided at least two weeks notice of your child withdrawing, and the account has been paid in full, the deposit will be returned within 10 business days of the withdraw date. If the account has an existing balance, the deposit will be credited towards the final balance.

### RE-ENROLLING

Families who withdraw their child must complete a new enrollment packet and pay the \$25.00 application fee. The child's name will be placed on the bottom of the waitlist if one exists for that classroom. See information on Deposits under the Enrollment section for additional information.

## CHANGE OF STATUS POLICIES

### LEAVE OF ABSENCE

If your child will not be in attendance for more than three (3) weeks but no more than twelve (12) weeks a Leave of Absence may be requested by completing a Change of Status form in the front office. The deposit will remain with OECC in order to reserve the child's slot. Tuition will be billed at 50% of your rate for the period the child is on leave of absence. If your child does not return on the date specified on the Change of Status form, the deposit will be forfeited and the child withdrawn from the program.

Please note, if you receive ODJFS child care subsidy you may take a leave of absence but you will be billed tuition at 50% of the tuition you would be billed on our tuition scale. Your ODFJS caseworker will also be notified of the leave of absence and it may impact your eligibility to receive benefits.

### VACATION LEAVE

If your child will not be in attendance for no more than two (2) weeks parents are encouraged to complete a Change of Status form to inform the staff of the vacation. Children are still considered enrolled and tuition will continue to be billed at the normal monthly rate while the child is on vacation.

Please note, if you receive ODJFS child care subsidy you may take a vacation time but please refer to the policies below to understand how we will bill the county for absent days and what you may be responsible to pay.

### CHANGE OF SCHEDULE

Families may request a change of schedule by completing a Change of Status form, available in the main office. Approval of the change of status is based on the slots available at that time.

## TUITION & FEE POLICIES

### TUITION & INCOME VERIFICATION

Tuition is based on a sliding fee scale. Families must submit income verification for all adults in the household. In the case that two parents are separated, the income will be taken from both parents until court documents are submitted to provide documentation of alimony and/or child support payments. This may include the last two current pay stubs, retirement payments, social security, social security disability, alimony, and/or child support. W-2 forms or quarterly tax returns will only be accepted for business owners.

Income will be verified for all families every January. Families who do not submit proper income verification will be billed tuition at the highest level beginning February until income verification is submitted. Tuition will not be adjusted if income verification is not turned in by January 31.

If a family's income decreases or increases at any time, income verification must be turned in to re-verify the family income and tuition.

Tuition is billed based on the age of the child and their enrollment option.

### PAYMENT METHODS

We accept cash, checks, or ACH payment from your bank.

### YEAR END STATEMENT

A statement of the payments you made every year will be printed and provided to you by January 31st of every year. The statement will include our tax identification number for your tax preparer.

### TUITION DUE DATE

Invoices are provided to parents the 1<sup>st</sup> business day of every month. All tuition and parent co-pays must be received on or before the 10<sup>th</sup> day of every month. If the 10<sup>th</sup> falls on a Saturday or Sunday, tuition will be due the following Monday.

If payment is not made by the 10<sup>th</sup> of the month a \$25.00 late fee will be applied. If payment can not be made by the due date set forth, a change of payment date may be requested. Please speak with the front office to obtain a form. A tuition payment box is located in the front office.

### SUSPENSION OF SERVICES DUE TO NON-PAYMENT - EFFECTIVE AUGUST 1, 2018

Families that have accounts that remain unpaid as of the last day of the month will have their childcare privileges suspended until the balance is paid in full. Families with outstanding payments as of the 25th of the month will receive a formal letter requesting payment by the last day of the month otherwise suspension of services will occur. If a family is experiencing economic hardships please speak with the Assistant or Executive Director to see if there is any assistance available or to create a payment plan.

### TUITION ASSISTANCE

1. Government subsidy may be available through Lorain County Department of Jobs & Family Services, call 440-323-5726 or go to <http://jfs.ohio.gov/CDC/Page4.stm> to apply.
2. OECC provides tuition assistance to families whose tuition is more than 10% of their household income, or who are experiencing economic hardship. To apply for assistance, request an application by email ([jharris@oberlinearlychildhood.org](mailto:jharris@oberlinearlychildhood.org)) or in the front office.
3. OberlinKids community collaborative offers tuition assistance. To apply for assistance, request an application by email ([jharris@oberlinearlychildhood.org](mailto:jharris@oberlinearlychildhood.org)) or in the front office.

#### SIBLING DISCOUNT

There will be 10% tuition discount taken off of the oldest child's tuition and then every subsequent child for families with two or more children enrolled. The youngest child's tuition is never discounted.

#### LATE PICK-UP FEE

A late pick-up fee will be charged after 6:00 p.m. at the rate of \$1.00 per minute per child. You will be invoiced the next business day for the late fee which is required to be paid by the 1st of the following month. If you anticipate that you will be late, please contact the office. Phone calls to notify of a late pick-up will not exempt a family from being charged a late fee

#### NON-SUFFICIENT FUNDS (NSF) FEE

There is a \$35.00 charge for all checks returned from the bank for insufficient funds.

#### VACATION, SICK DAYS, HOLIDAYS, EMERGENCY CLOSINGS, & PROFESSIONAL DEVELOPMENT DAYS

Families are billed tuition on a monthly basis which includes their vacation, sick days, holidays, OECC professional development days, and on the occasion that the center needs to close due to an emergency or harmful weather conditions.

#### REGISTRATION FEE (APPLIES TO PRIVATE PAYING FAMILIES ONLY)

OECC accepts applications for enrollment year round. Acceptance into our program is limited by space availability and completion of all necessary paperwork. There is a \$25.00 (maximum \$50.00 per family) non-refundable application fee per child that must be paid each time a child enrolls.

#### DEPOSIT (APPLIES TO PRIVATE PAYING FAMILIES ONLY)

A \$200.00 deposit per child (\$400.00 maximum per family) will be accepted no more than three (3) months prior to when the child is anticipated to start.

## OHIO DEPARTMENT OF JOB AND FAMILY SERVICES (ODJFS) SUBSIDIZED CARE POLICIES

### AUTHORIZATION

Families who receive child care subsidy from the ODJFS are responsible for ensuring that OECC has a copy of their approved Lorain County Dept. of Job & Family Services authorization form.

### ABSENT DAYS

ODJFS allows each child to have ten (10) absent days from January through June and awards ten (10) more from July through December. Absent days are entered into the state system by OECC when a child is not in attendance. If a child uses all of their absent days, the parent will be billed the daily tuition rate at the level they fall on our tuition scale for days missed.

### DEPOSIT

OECC does not require families receiving child care subsidy to pay a deposit.

### CO-PAY

The first two weeks of co-pay must be paid prior to the child enrolling into the program. Monthly co-pays must then be paid in accordance to our tuition policy [see tuition policy]. Late fees will apply to families who do not pay their monthly co-pay. Families who have applied for county child care assistance but have yet to receive their authorization must provide current household income verification. The family's co-pay will be estimated using the most recent ODJFS parent co-pay chart. When OECC receives the authorization the family is approved for child care services and if the co-pay is less an adjustment will be made towards the tuition as long as the Authorization form begin date is the same as the child's enrollment date. Otherwise the adjustment will be made towards the tuition that is authorized and the family will be billed according to the OECC sliding fee scale for the days not authorized. In the case the co-pay is higher the family will have until the end of the current month to provide the additional co-pay.

### SWIPE CARD & REPORTING HOURS

If you have a new case or lost your card, it may take up to 30 days to receive the card from ODJFS. In you have not received your card after one week you must notify OECC. OECC is only able to submit "backswipes" for a specific time frame. If you do not notify OECC that you have not received your card and we do not receive payment for those dates, you will be billed tuition according to our tuition scale.

Families are responsible for swiping their child in and out each day on the swipe card system. If a parent missed a swipe, he/she will be informed and must swipe back within the date notified or the day will be billed to the parent at the highest tuition rate.

### CHANGE OF WORK OR SCHOOL STATUS

If you have a change of hours in your work, are terminated from employment, or change employers please notify your ODJFS caseworker immediately. Not informing your caseworker of a change of status in your employment may be considered by ODJFS to be fraudulent activity. If your change of status leads to a reduction in your hours approved for child care, please let us know as to work with you to ensure your child's

programming is not impacted by your employment. OECC is mandated to report any possible fraudulent activity to ODJFS.

#### RE-VERIFICATION

Each family is responsible for scheduling their re-verification visit before their eligibility date is expired. If a family's eligibility date has expired the family will be charged tuition at the highest rate on the tuition scale. When the LCDJFS authorization letter is received the tuition will be adjusted to reflect the co-pay. In the case that there is a gap in the eligibility date it is the parent's responsibility to ensure that the LCDJFS authorization dates back to the last eligibility date or the child will be billed at the highest rate on the tuition scale.

#### APPROVED HOURS OF ATTENDANCE

If your child is not at the center during your scheduled work and/or school hours as approved on the Authorization of Day Care, or, goes beyond the hours the Authorization of Day Care states, you will be responsible for paying the amount ODJFS is not obligated to pay. For example if you receive full time subsidy, at 25 or more hours each week, and your child is only here 8 hours in one week, OECC will bill as many absence days allowed, but if it does not equal 25 hours, the parents will be responsible for paying the difference between our full time rate and what the center was paid for that week. It is **VERY** important to communicate with the office prior to taking vacations, etc. in order to not be billed tuition.

#### MEETING AUTHORIZED HOURS

If you have not met the hours you are eligible to receive for more than 2 weeks or drop from full-time to part-time during your eligibility period we will withdraw your child from the county subsidy program and begin to charge you the private pay rate at the highest tuition rate on the sliding fee scale until income verification is determined.

# CHILD SUPERVISION POLICIES

## TEACHER / CHILD RATIO & GROUP SIZE

Below are the ratios and group sizes followed by all classrooms.

Age Of Children	*Daily Ratio	**Maximum Ratio <b>Only</b> In Case of Emergency	Naptime Ratio Not to Exceed 1 ½ hours	Maximum Group Size
Young Infant (Birth to less than 12 mths)	1:4	1:5	1:4	8
Older Infants (At least 12 months and less than 18 months)	1:5	1:6	1:5	10
Young Toddlers (At least 18 mth. and less than 2 1/2 yrs.)	1:6	1:7	1:12	12
Older Toddlers (At least 2 ½ yrs. and less than 3 yrs.)	1:7	1:8	1:12	12
Young Preschoolers (At least 3 yrs. And less than 4 yrs)	1:10	1:12	1:10	20
Older Preschoolers (At least 4 yrs and not enrolled in kdgn)	1:11	1:14	1:20	20

### SUPERVISION OF INFANTS/TODDLERS/PRESCHOOLERS

At no time will a child be unattended. Staff will supervise children at all times, including naptime. If a child becomes ill, they may be isolated in an area of the classroom, or in an administrator's office, but in sight and hearing of a staff member at all times.

### ARRIVAL AND DEPARTURE OR DROP OFF AND PICK UP

Parents **MUST** accompany their child into the classroom. Children may not be dropped off at the entrance of the building, sent into the building alone, or by a sibling under 16 years old. Staff must be made aware of your child's presence at arrival and before departure. Parents are responsible for the supervision of their child before and after pick up. No child is permitted to be passed over the playground fence for pick-up or drop off.

We recognize that on occasions children may want to visit another classroom. We ask that you please respect the teacher's responsibility to supervise the children in their care.

In the case that you must bring a sibling in with you to pick your child up we ask, for their safety, that they stay with you and do not play in the classroom, in the muscle room, or on the playgrounds.

## SIGN IN AND OUT RESPONSIBILITIES

Parents or those responsible for drop off and pick up must use their 4 digit code to clock their child in and out on the computer in the lobby. If you should forget the 4 digit code any office staff can assist you. Please do not allow your child to clock your child in and/or out.

## RELEASE OF A CHILD

Staff will release children to a person sixteen years or older listed on the Parent Pick UP/Walking Trip/Media Release Permission form.

If an emergency arises and the parent must have someone who is not listed on the Authorized Pick-Up form pick their child up, the parent must provide verbal or written permission with the person's name and phone number that will be picking the child up.

The first time someone other than the regularly scheduled person picks the child up they must report to the office and show valid photo identification prior to signing the child out. If the person does not have photo identification they will not be allowed to pick the child up. Please let your designees know to bring photo identification ahead of time so that they do not forget their ID or take offense. Children's safety is our priority.

Staff will NOT release a child to anyone who appears to be under the influence of drugs or alcohol. In this case an emergency contact will be contacted to pick the child up. Police will be notified if necessary.

## CUSTODY AGREEMENTS

A parent or legal guardian of a child enrolled at the center who is not the child's residential parent shall be permitted unlimited access to the center and be afforded the same rights as the residential parent. In the case that the center has not met the parent he/she will be asked to provide a State ID prior to visiting or picking up their child.

At no time will OECC enforce a parenting or a visitation schedule.

## PROTECTION ORDER

If, at any time, a protection order is filed for a parent/guardian/family member of a child enrolled at the center, the parent must provide documentation of the protection order. If the person the protection order has been made against attempts to have contact with the named child the Oberlin Police Department will be contacted. The parent will be notified after the incident and an Incident Form will also be completed and provided to the parent upon pick-up.

## CHILDREN ARRIVING TO THE CENTER FROM OTHER PROGRAMS

At times it may be necessary for a child to arrive at the center from another program such as the public school program. If a child is scheduled to arrive and does not, we will first contact the parent to see if the child was at the program that day, and then contact the program they were to have arrived from. We will then consult

with the parent to determine if any further action is needed. For this reason it is very important that the parent contact the center when their child will not be attending the program they are arriving from.

#### CHILDREN TRANSITIONING INTO ANOTHER CLASSROOM

When it is time for your child to transition to the next classroom we will develop a transition plan. This plan will include the beginning and end date of the transition schedule and include written activities in support of his/her transition. The plan will be signed by the parent.

#### TRANSPORTATION

The center does not own or operate a bus, van and does not participate in carpools. The center will NOT transport children in the case of any emergency. If a child requires transportation the parent or emergency transportation will be contacted.

## CHILD GUIDANCE

We believe that helping a child obtain self-control is very important. Our hope is for each child to learn self-discipline through careful guidance. Your child will be treated with love and respect. If your child is treated with respect they learn to treat others with love and respect.

Our expectations will be kept within the children's abilities and the children will be made aware of these expectations. Positive reinforcement (commenting on children doing the "right" thing) and modeling the correct behavior will be used.

A toddler or preschooler may be asked to sit for a short time (no more than one minute for each year of the age of the child) to give the child a chance to regain self-control if they are having a difficult time. When the child returns to the activity the staff must review the reason for the separation and what behavior is expected. These rest periods will be age appropriate in length and done within the classroom. Staff will not impose punishments for failure to eat, sleep, or toileting accidents. This policy applies to all parents and staff while at the center.

If a child demonstrates behavior that requires "extra" attention from the staff, we may choose to develop and implement an intervention plan. This would be done in consultation with the parents and consistent with the requirements of Rule 5101:2-12-22 OAC which state:

Child care staff members shall use developmentally appropriate techniques suitable to the children's ages and relevant to the circumstances; such as but not limited to:

- Setting clear limits
- Redirecting the child to an appropriate activity
- Showing children positive alternatives
- Modeling desired behavior
- Reinforcing appropriate behavior
- Encouraging children to control their own behavior by solving problems and talking things out.

All staff members shall NOT:

- Abuse, endanger, or neglect a child
- Utilize cruel, harsh, unusual, or extreme techniques
- Utilize any form of corporal punishment
- Delegate children to manage or discipline other children
- Use physical restraints on a child
- Place children in a locked room or confine children in any enclosed area
- Confine children to equipment such as cribs or high chairs
- Humiliate, threaten or frighten children

- Subject children to profane language or verbal abuse
- Make derogatory or sarcastic remarks about children or their families
- Withhold food, rest or toilet use
- Punish an entire group of children due to the unacceptable behavior of one or few
- Isolate and restrict children from all activities for an extended period of time

Our goal is to ensure every child's safety. In rare instances a child may be experiencing trauma or a delay that may cause them to act out in ways that may pose a danger to themselves, teachers, or other children. If a teacher should need additional support in managing a child's behavior we will collaborate with OberlinKids to seek support in obtaining services for the child and family. This process is never done without the parents as they are part of the team that will support the child. Parents will be required to attend a meeting to design an intervention plan which may include center and home based strategies, follow through on referrals made, and reduction in time spent at center. If all attempts have been made to support the child and family in working with the child and progress is not seen, it may be possible that the best placement for the child may not be at OECC. In this case, all attempts will be made by the center to transition the child into a placement that can best meet his/her needs.

# FOOD PROGRAM

## FOOD PROGRAM VISION

OECC cooks as much of our food from scratch as we are able. We use the freshest ingredients available to maximize nutritional content and limit processed foods. We continually educate ourselves on agricultural and business practices to make conscious decisions when purchasing food.

## MENU PLANNING

The Food Program Manager is responsible for planning menus that (1) meet one-third of the recommended daily dietary allowances as most recently specified by the USDA CACFP, (2) include individual meal plans for children with religious or medical needs, and (3) periodically represent a variety of cultures. All menus are posted in the lobby and in every classroom.

## MEALS

Children receive USDA approved meals and portion sizes for breakfast, lunch, and snack. OECC provides the breakfast, lunch and snack. A menu is made available for all parents and is also posted in the lobby.

Breakfast service begins at 8:30. If a child arrives after breakfast is served, the center is not responsible for serving that child. If you plan for your child to eat breakfast at the center please make sure your child arrives no later than 8:45.

Children begin to eat lunch at 11:45 for all classrooms except the Pre-kindergarten where it is served at 12:00. If you plan for your child to eat lunch he/she must be present at the time lunch is served. Snack is served between 3:00 and 3:30. Children who are present on site after 5:00 may be given an additional snack, upon request.

## USDA FOOD PROGRAM

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail:

U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

USDA is an equal opportunity provider, employer, and lender.

## MEAL EXPERIENCE

Our teachers make every effort to ensure that mealtime is pleasant and a social learning experience. They will model table manners and trying new foods for the children as they enjoy lunch with the children.

### Infants

Infants are held during bottle feeding and spoken to in reassuring tones. Older infants are encouraged to feed themselves as their abilities allow (ex: use utensils, pick up finger food, and choose which food to eat next.)

### Toddlers

Toddlers are encouraged to feed themselves as their abilities allow and are encouraged to assist in cleaning up as their abilities allow (ex: throw away napkin, help wipe up spills).

### Preschool/Pre-kindergarten

Children are encouraged to serve themselves as their abilities permit (ex: set tables, put out napkins, scoop food using spoon, pour milk from child size pitchers, etc.)

## FOOD OR INGREDIENTS BROUGHT FROM HOME FOR A CELEBRATION OR BIRTHDAY

OECC welcomes the opportunity for families to celebrate their child's birthday or any other special occasion (e.g.: transitioning, going to kindergarten, etc.). Please consider celebrating your child's special day with non-food options. Speak with your child's teacher for ideas.

If you do choose to celebrate your child's special day with food we ask that you do **NOT** bring in cake, cupcakes, cookies, etc. We ask that all food brought in for celebrations are healthy. All food brought to the center must be store bought, not opened, and have the ingredients listed on the label. If you choose to bring in food for the children to make fruit kabobs, yogurt parfaits, applesauce, veggies and dip, fruit muffins, etc. are great ideas.

## INFANT FEEDING PLAN

When you enroll your child into our Infant Program you will meet with your primary caregiver to develop a Feeding Plan. This Feeding Plan will be updated as your child grows and their feeding needs change. It is important for you to be in constant communication with your child's caregiver in order for your child to have a successful feeding experience while they are in our program.

As soon as your child is showing signs of readiness for solid foods, your child's primary caregiver will ask to meet with you to develop a feeding plan. If you believe your child is ready for solid food please speak with the teachers. When a baby is mature enough to begin learning to eat from a spoon when they can:

- Hold their necks steady and sit with support
- Draw in their lower lips as a spoon is removed from their mouths, and

- Keep food in their mouths and swallow it rather than push it back out on their chins.
- Babies show disinterest by:
  - Leaning back
  - Turning away
  - Pushing the food out of their mouths
  - Sealing their lips
  - Playing with the food
  - Pushing the spoon away

If you would like to begin your child on solid foods and they are younger than four months of age you must have a doctor's note indicating your child may begin to eat solid food. Feeding solid foods too early may increase the risk that babies will choke on food, develop food allergies or intolerances, or consume less breast milk/formula in order for proper growth.

If your child reaches six months of age and have yet to start solid food the caregiver will meet with you as research shows that delaying the introduction of solid foods beyond when they are developmentally ready will increase the risk that babies will not learn to eat solids properly, become malnourished, develop iron-deficiency, and not grow normally.

It is our policy that foods are introduced one at a time so that we can monitor for reactions. We begin first with cereal, then vegetables, fruit, cheese, meat, yogurt, etc. It is best to follow the same plan at home.

Parents of children who were premature, had multiple hospitalizations, low birth weight, failure to thrive, have cleft lip/palate, a medical condition such as cerebral palsy or down's syndrome, a neuromuscular delay, or has not eaten by mouth for a long time need to consult with their physician prior to the center introducing solid foods. Approval to begin feeding the infant solid food must be in writing from the physician.

OECC will provide baby food. Parents may bring in their own baby food, however it must be provided in a sealed container with the child's name and date it was made written on the container. Formula or store bought food brought from home must be provided in a sealed container.

An infant menu is available for viewing in the infant room. Once a child has completed the feeding plan, but not until 11 months, the child may begin to be served items from our non-infant menu.

### **BREASTFEEDING MOTHERS**

We encourage all mothers to support their child in getting breast milk at least throughout the child's first year. This may mean that the parent continues to breastfeed or pump. We encourage mothers to come to the center and breastfeed their child or to feed and pump. We reserve a space in the front of the room for you to do this. If you should require additional privacy please let us know so that we can accommodate you.

### **INFANT FEEDING – BOTTLES**

Parents of infants must bring in a sufficient amount of bottles for at least one days use. It is recommended that at least four bottles are kept at the center. OECC will label the bottles, wash, and sanitize them after each use. Please be aware of when your child may need a new nipple for the bottle and update the supply at the center.

## INFANT FEEDING - STORAGE AND PREPARATION OF BREASTMILK & FORMULA

OECC strongly encourages parents to provide their children with breast milk. Prior to enrollment all parents of infants must complete the Infant Meals – Parent Preference USDA form. This form identifies the parent's preference for formula, breast milk, and solid foods. At any time this preference changes a new form must be completed.

If your child will be fed breast milk please follow the guidelines below:

- Store breastmilk in a container that is labeled with your child's first and last name, the date the milk was expressed, and the date the bottle/bag was brought into the center.
- Place expressed milk in the bin in the refrigerator or freezer in the classroom
- The storage and use of breast milk does not require the use of universal precautions as breast milk is not considered a biohazard.
- Our teachers will follow the following guidelines for storage of breastmilk.
  - If at room temperature (up to 78 degrees) = 6-8 hours
  - In refrigerator (39 degrees or lower) – up to 72 hours/3 Days (Per USDA) days from date milk was pumped
  - In freezer with separate doors from refrigerator (0 degrees Fahrenheit) – 3 to 6 months from date pumped.
- Breastmilk will be thawed under cold running water or in the refrigerator.
- Prior to preparing the bottle the area will be cleaned and sanitized and the teacher will also wash his/her hands in the designated hand washing sink.
- After the bottle is prepared the child's name, date and current time will be written on the bottle.
- Any unused portion of breast milk will not be served again in one hour of starting the bottle and will be discarded, unless otherwise indicated by the parent.

If your child will be fed formula please follow the guidelines below:

- If you choose to bring in ready made formula in bottles, please write your child's name, date the formula was made on masking tape and place it on the bottle. Then place the bottle in the refrigerator.
- If you choose to have OECC provide formula your child will be fed Member's Mark Advantage Non GMO with Iron
- In the case your child must drink a specific brand or type of formula the parent must supply the center with the formula in its original container. The child's name will be written on the container.

## INTRODUCING MILK

Whole cow's milk will be introduced to infants at 12 months of age in a cup. This transition will be discussed with you and your primary caregiver prior to beginning. If children are breastfed, the introduction of whole milk will be at the mother's discretion. Breastfed children may continue to receive breast milk in a cup. 1% milk will be provided to all children over 2 years old.

# HEALTH & SAFETY POLICIES

## FIRST AID & CPR ADMINISTRATION

There is always one staff member present that has received training in First Aid/Communicable Diseases and CPR. In the case of a minor accident/injury staff will administer basic first aid and tender loving care.

In the case the injury/illness is assessed as being more severe, first aid would be administered and the parents would be contacted immediately to assist in deciding an appropriate course of action.

In the case an injury/illness is determined to be life threatening or need emergency treatment, the EMS will be contacted, parents will be notified, and a staff member will accompany the child to the hospital with all available health records, given the parent has given permission to transport the child to the hospital.

OECC is not able to provide services to children whose parents refuse to grant consent on the Child Health and Enrollment form to transport to the source of emergency treatment. Under no circumstance will staff transport children in their vehicles.

## ABUSE REPORTING REQUIREMENT

All staff members are mandated reporters of child abuse. If staff has suspicions that a child is being abused or neglected, they must make a report to the local children's services agency.

## INCIDENT REPORTING

In the event of any of the following occurring you will be contacted that same day:

- The child has an illness, accident, or injury which requires first aid;
- The child receives a bump or blow to the head;
- The child has to be transported by EMS; or
- An unusual or unexpected event occurs which jeopardizes the safety of the child.

The person picking your child up will receive a copy of the incident report and asked to sign the report.

If a child requires emergency transportation, the report shall be available twenty-four hours after the incident occurs. The center shall also contact licensing personnel from the appropriate ODJFS office within 24 hours when there is a "general emergency" or "serious incident, injury, or illness". The report will be provided to licensing staff within 3 days of the incident.

## CHILDREN'S COMPREHENSIVE MEDICAL SCREENING

Preventative care is the key to keeping children healthy. In addition when you have an established medical provider it is easier to access care when your child becomes sick.

OECC requires children to have a medical exam on the required form on file within 30 days of enrolling and every 13 months thereafter. The comprehensive screening should include vision, dental health, height/weight (BMI), hearing, blood lead, and hemoglobin levels.

Your child will not be able to attend if they do not have a current medical on file.

Thirty day (30) prior to the child's medical expiration, parents will receive notification which should prompt you to make an appointment if one has not already been made. We encourage you to be an advocate for your child and request the required screenings. In the case your insurance does not cover the screenings please let us know, as we can provide you with resources to access care.

In the case that the pediatrician did not document if a child had the required screenings on the medical form, parents will be notified and recommended to follow-up with the pediatrician. If the child's medical indicates further screening or assessment parents will also receive notification and resources to support them.

### CHILDREN'S HEALTH INFORMATION ("CEHI" FORM)

It is essential for our staff to have knowledge of your child's health status. All children must have a Health Information form on file and update it annually. Parents will be sent a notice to notify them their form will expire. If the Health Information form is not updated your child will not be able to attend until it is updated.

### IMMUNIZATIONS

Children, six weeks through kindergarten age, must have up-to-date immunization record to be enrolled and provide documentation of immunizations throughout the year (as scheduled). If the parent has religious, philosophical, or moral beliefs that are opposed to such immunization they must submit written documentation stating the reason why they oppose immunizations. If it is for a medical reason a letter from the doctor stating why the child is unable to be immunized. If a child is exempt from immunizations and there is a confirmed communicable disease breakout at the center for which the child would have been immunized against, the parent must remove the child from care for double the recommended time frame including incubation period.

### VISION SCREENING

All 3, 4 and 5 year old children will receive an annual vision screening by a certified professional. Parents will be notified of the date the screening will take place and provided with the results after the screening.

### DEVELOPMENTAL SCREENING

Screening young children is an effective, efficient way for professionals to identify problems and start interventions/treatment when it does the most good—during the crucial early years when the child's brain and body are developing so rapidly.

Developmental screening is the practice of systematically looking for and monitoring signs that a young child may be delayed in one or more areas of development.

Screening is not meant to establish a diagnosis for the child but rather to help professionals determine whether more in-depth assessment is called for. In most cases, screening *rules out* the likelihood that further assessment is needed.

As a requirement of the Ohio Department of Job and Family Services rules and regulations, centers are required to ensure all children receive a comprehensive developmental screening. OECC will provide parents

with the Ages and Stages Questionnaire-3 (ASQ) and the Ages and Stages Questionnaire - Social Emotional-2 (ASQ - SE) within two weeks of their child's enrollment and then annually near their date of birth to complete. If the ASQ and ASQ-SE are not returned by the requested due date the child's enrollment will be suspended until the screenings are received.

This screening was developed to be a family friendly tool that parents complete. It should take no longer than 15 minutes and will capture a parents in depth knowledge, highlight a child's strengths as well as concerns, teach parents about child development and their own child's skills. Most questions should be able to be answered without your child present. There may be some questions that you may need to play with your child to determine if they have a specific skill (e.g. Hopping on one foot, stacking blocks, cutting with scissors, etc.). The answers will be reviewed by a trained scorer. Parents and their child's teacher will receive the results. In the case the results indicate further monitoring, intervention or evaluation needs to be conducted, a meeting will be scheduled to discuss the results and next steps.

OECC has an agreement with OberlinKids to ensure the completion of this requirement. OberlinKids maintains the confidentiality of all screenings and results. Should you have further questions please contact the Executive Director.

#### CONSENT FOR RELEASE OF HEALTH & DEVELOPMENT INFORMATION

There are times when OECC may need to share health and/or development information with another organization or school if the child is receiving further assessment or during transitions. OECC will never disclose information about your child's health or development to any other organization without your written consent, unless court ordered.

#### TEETH BRUSHING

Dental health is important for more than just a child's teeth. Dental health impacts a child's overall health because it prevents the onset of other illnesses and diseases. Children have not yet developed the coordination or fine motor skills to brush effectively. OECC values that teaching personal hygiene is important and provides children (over the age of 1) the opportunity to brush their teeth after breakfast with water and a toothbrush. However, brushing at school should never replace the need for a parent to practice good hygiene skills with their child at home.

# Management of Childhood Illnesses & Health Conditions

## MANAGEMENT OF COMMUNICABLE DISEASE

OECC provides children with a clean and healthy environment. However, we realize that children become ill from time to time. If this is your child's first group care experience, it is possible that they may experience more frequent illness at the beginning before their immune system becomes active. We observe all children as they enter the program to quickly assess their general health. We ask that you do NOT bring a sick child to the center; they will be sent home! Please plan ahead and have a back-up care plan in place if you are not able to take time off from work/school.

OECC staff is trained to recognize the signs and symptoms of various communicable diseases. They have been trained in and practice proper hand washing and disinfecting procedures. In event of an outbreak of a communicable disease, OECC will notify parents in writing by posting a notice next to the sign in/out iPad in the lobby as well as in the classroom the breakout occurred.

## CHILDREN SENT HOME DUE TO ILLNESS

A child with any of the symptoms listed below will be immediately isolated for precautionary reasons and in order to be monitored, then discharged to the parent or emergency contact. Children that are sent home for any of the following will need to be symptom free for at least 24 hours, without fever reducing medication, before returning to the center. Medication for such illnesses must be given for 24 hours prior to returning to the center.

1. Temperature of at least 100 Degrees Fahrenheit when in combination with any other sign or symptoms of illness;
2. Diarrhea (three or more abnormally loose stools within a twenty-four hour period)
3. Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
4. Difficult or rapid breathing
5. Yellowish skin or eyes
6. Redness of the eye, obvious discharge, matted eyelashes, burning, itching
7. Untreated infected skin patches, unusual spots or rashes
8. Unusually dark urine and/or gray or white stool
9. Stiff neck with an elevated temperature
10. Evidence of untreated lice, scabies, or other parasitic infestations
11. Sore throat or difficulty in swallowing
12. Vomiting more than one time or when accompanied by any other sign or symptom of illness.

Any child demonstrating sign of illness not listed above will be isolated and carefully observed for symptoms. The family will be notified. If a child does not feel well enough to participate in center activities the parent

will be informed that the child needs to be sent home.

In the case a child is suspected to have a communicable disease the center will require the parent to take the child to a medical professional for proper diagnosis and treatment. A note from the treating medical professional must be provided upon the child's return. OECC staff will follow the State of Ohio Communicable Disease guidelines, which can be found in the front office, to determine if a child is suspected of having a communicable disease. OECC staff will also refer to this chart when determining if a child may return to the center after treatment. For example, if the center suspects a child has Hand Foot Mouth Disease, the parent takes the child to the doctor, the doctor provides the parent with medication and releases him/her back to the center, the center can determine if the child is able to return according to the chart. The chart indicates that if a child has an open sore they are still contagious and must be kept home until the blisters clear.

### **MEDICATION ADMINISTRATION**

OECC will only administer medication, food supplements, or modified diets of an entire food group when it has been prescribed by the child's physician and written documentation is provided. This does not include topical lotion, sunscreen, or diaper creams.

Under no circumstance will children ever be able to keep medication, lotion, sunscreen, Chapstick, or diaper lotion on their person's at any time.

### **ADMINISTRATION OF PRESCRIPTION MEDICATION**

Medication must be its original container and administered in accordance to instructions provided by the physician's orders/prescription label. OECC will not give the first dose of any medication to a child. The medication must not be expired nor should the actual prescription. If a child should require a medication for a health condition, the child may not attend unless the medication is onsite.

### **ADMINISTRATION OF TOPICAL LOTIONS & DIAPER CREAM**

Staff may apply non-aerosol sunscreen or insect repellent, ointment, lip balm, or diaper rash cream if a medication administration form is completed and stored in its original container. Diaper rash cream may only be used for preventative purposes and may not be used more than 14 consecutive days in a row.

### **FOOD SUPPLEMENT**

If your child requires a food supplement or a modified diet that restricts one or more food group, you must secure written permission from your physician. In addition the parent must also complete a health care plan. Refer to the section on Health Care Plans. Parents have the option to supplement their child's meals as long as the meal meets USDA requirements.

### **CHILDREN WITH HEALTH CONDITIONS**

In the case that a parent indicates on the Child Enrollment and Health, that care needs to be provided for a child who has an ongoing health condition that requires child specific care or requires a medical procedure, they will complete a Child Care Plan for Health Conditions or Medical Procedures with an administrative staff

person. If training is needed they will need to train staff. All plans need to be updated annually, or when the child transitions, or if the condition changes.

## EVACUATION & BAD WEATHER

In order to prepare children for the unlikely evacuation, the center conducts monthly fire drills, monthly bad weather drills from March through September, and quarterly lock down drills.

Should there be a need to evacuate due to fire, weather conditions, loss of power or water to the center, our emergency destination is located at Eastwood School located at 198 East College Street, Oberlin Ohio (440) 775-3473.

In the event of an incident, the Center will:

- Disseminate information to inform parents about what is known to have happened. Implement a plan to manage phone calls and parents who arrive at the Center.
- Describe how the Center is handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number or Website address where parents can receive updated incident information.
- Keep parents informed about when and where the Center will resume services.

The following practices will be utilized to disseminate information externally when appropriate:

- Mass Communication System: When mass communication of a standard message is necessary a message will be sent from the ONE Call System to all staff or parents as necessary.
- Social Media: Social Media may be used to disseminate information of a hazard or threat situation to children, parents, and the surrounding community.
- Computers: May be used for communication both within the school and to other sites. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the homepage of the Center and Facebook page.

# PARENT SUPPORT & COMMUNICATION

## PARENT INVOLVEMENT

We value the involvement of families in the development of their children. Parents are welcome to visit their children at any time, including joining their child for lunch or snack or volunteering in the classroom. Parents are encouraged to participate in classroom and center wide activities when possible.

## PARENT VOLUNTEER

If you are interested in volunteering please contact the Executive Director. All volunteers who plan to volunteer more than four (4) times per year will complete the required paperwork and orientation process.

## PARENT CONFERENCES

Teachers communicate with parents on a daily basis and welcome questions, comments, or suggestions. Formal Parent Teacher Conferences are held two times per year to discuss your child's progress and goals. Additional conferences can be requested by both parents and teachers for mutual discussion to support the growth of your child.

## OTHER INFORMATION

### DAILY HEALTH REPORT – CHILDREN UNDER 18 MONTHS OF AGE ONLY

A daily report is filled out and is provided to each parent at pick up. This will give you brief, but important information on what happened during your child's day at the center.

### TOILET TRAINING

The center will work with families to develop a potty training plan when the child begins to show signs that they are ready to be potty trained. The child's teacher and/or parent may request to develop the plan. The plan will be modified as needed per the request of the teacher or parent.

### DIAPERING STATEMENT

OECC's policy is to check diapers every ½ hour for children under the age of three and every hour for children over the age of three. OECC does not supply diapers or pull ups but does supply the wipes. In the case that a child has soiled their clothing at the center, his/her clothes will be placed in a bag and sent home to be washed.

### APPROPRIATE DRESS

Children participate in a variety of activities, many of which require them to move freely. We suggest that you send your child in clothes in which they can move around in freely. We also spend time outside when weather permitting. We ask that you send your child in shoes that are safe for them to play in. Dress shoes or flip flops are not appropriate shoes.

### USE OF TECHNOLOGY IN THE CLASSROOM

Appropriate use of technology including interactive media depends on the age, developmental levels, needs, interests, linguistic background, and abilities of each child. Use of interactive media will be limited for children under age 2. The amount of screen time at school is considered when using interactive media with children at any age. (Fred Rogers Center for Early Learning & NAEYC, 2012; AAP, 2009)

OECC will prohibit the use of television, videos, DVD's as a passive form of media for children younger than 2, discourage and limit the use with children ages 2-8. (Fred Rogers Center for Early Learning & NAEYC, 2012; AAP, 2009)

When technology including interactive media are used wisely, thoughtfully, and considered as tools to enhance educational programming; teachers can support learning, relationships, and development in the early childhood setting.

Technology will be used in a developmentally appropriate manner where the teacher's role and guidance is critical. OECC provides policies and training to the teachers to guide their decisions and use of technology as tools to enhance daily experiences that support the growth and development of the whole child.

Fred Rogers Center for Early Learning & NAEYC. 2012. *Position Statement-Technology and Interactive Media*

*as Tools in Early Childhood Programs Serving Children Birth through Age 8. American Academy of Pediatrics. 2009. Caring for Your Baby and Young Child.*

#### DISTRIBUTION OF INFORMATION

OECC has several methods for the distribution of information to parents. It is important that we have your most current email on file so that you receive our communications. We make available hard copies of emailed information in the lobby. It is important that you check your child's mailbox daily for important announcements as well. Notices may also be sent via our sign in/out system, so be sure to sign your child in and out.

## EXTRA-CURRICULAR PROGRAMMING

### FIELD TRIPS

Children may participate on field trips where transportation is provided by the school district or a transportation company.

Before any child participates in a field trip the parent's written permission must be obtained. Before departing the center each child is given a tag with the center's contact information. For safety reasons the child's name will not be placed on this tag. A count is taken of all children on a separate attendance sheet. Upon arrival at the destination, another count will be taken of the children to ensure that all arrive safely. This process will be repeated upon leaving the destination and returning to the center. During the field trip each staff member will be designated children that they will be responsible for supervising.

### ROUTINE WALKING FIELD TRIPS

All classrooms participate in walking field trips to places in the community that may include, but not limited to, the various parks throughout Oberlin, the library, Tappan Square, Oberlin Bowling Alley, New Union Center for the Arts, IGA, the Post Office, local parks, Police Station, Fire Department, Eastwood, Bike Path, Local Restaurants, Downtown Oberlin, and the Allen Museum. All parents must sign a permission form for their child to participate in routine walking field trips. On walking field trips your child may come in close proximity to water such as, streams or ponds that are more than 18" in depth. First aid kits along with a staff member trained in first aid attend all walking field trips.

### SWIMMING

The center does not participate in swimming activities in standing water. The children will participate in water play such as running through sprinklers and playing in water tables. Parents must also have a medication form completed in order for the teacher to apply sunscreen on each child or may choose to bring their choice of sunscreen for us to apply. See medication application procedures. Outdoor Play

Outdoor play will be provided at least two times per day when conditions are suitable and do not pose a safety or health risk. Parents are reminded to dress their child appropriately during cooler weather. Outdoor time will be cancelled as the result of inclement weather conditions, hot weather advisories, wind chill, ozone levels, pollen count, lightning, rain/ice, or other unsafe environmental conditions. The teachers determine if weather is safe by using the national weather chart. This chart is posted in every classroom. Please ask your child's teacher for more information.