

The Bombeck Family Learning Center Handbook

**The University of Dayton's
School of Education and Allied Professions
Early Childhood Education Demonstration School
941 Alberta Street, Dayton, Ohio 45409
Phone: (937) 229-2158
Fax: (937) 229-4760**

Table of Contents

1. The Program
2. The Curriculum
3. The Assessments
4. The Policies
5. The Terms
6. The People

The University of Dayton's Early Childhood Education Demonstration School Administration Team Roles and Responsibilities

Director – provides strategies to fulfill the vision, mission and goals of the center, directs daily operations of the center, including staffing, curriculum, communications, and professional development.

School of Education and Allied Professions Liaison –provides the administrative link between the SOEAP and BFLC. Communicates needs and concerns from BFLC to Dean and Associate Dean, represents SOEAP at appropriate meetings.

Teacher Education Liaison – provides information from current literature, research and standards in Early Childhood Education to guide the implementation of best practices at the center.

Chair, Department of Teacher Education – provides input on resources, curriculum and policies.

Early Childhood Education Clinical Administrator – provides daily guidance for planning and implementing the ACCESS curriculum framework at the University of Dayton's Bombeck Family Learning Center

On July 1, 2000, the Bombeck Family Learning Center was incorporated into the University of Dayton's School of Education and Allied Professions. The center serves as an important resource for University of Dayton as the Early Childhood Education Demonstration School. Second year students studying for an early childhood education license actively participate in the center classrooms during the year-long field practicum associated with EDT 211-212. The Department of Teacher Education provides our faculty with administrative guidance, curriculum development, and professional education opportunities. The children and families have the unique opportunity to experience the high quality care and education produced by the center's affiliation with the university.

The Program

The Bombeck Way

Three Foundational Elements represent who we are and define our future.

Respect – We are a community of learners in an environment of respect for children, families, teachers, and staff.

Reflective Practice – Quality care and education requires conscious reflection of the people, policies, and practice that takes place.

Research – We base our practice on the rich historical research in early childhood that has determined best practices for working with young children.

Mission Statement

Provide high quality early care and education for young children while demonstrating assessment supported, child centered, emergent, integrated and science focused curriculum.

Vision Statement

Work together as reflective decision makers who seek to improve the quality of care and education for young children by mentoring early childhood graduate and undergraduate students and sharing research supported practice with the larger early childhood community.

Goal 1 – Promote the optimum social, emotional, physical, and cognitive development of the children at the center.

Goal 2 – Promote the professional development of the University of Dayton’s School of Education and Allied Profession’s early childhood education candidates.

Goal 3 – Provide professional development opportunities for the Bombeck Family Learning Center staff and the greater early childhood education community.

Goal 4 – Advocate for children, their families, and the profession in community and society.

Goal 5 – Model the Catholic Marianist tradition of faith formation, service, adaptation and change by providing, in the family spirit, a quality education for children, teacher candidates and staff.

Philosophy Statement

We are dedicated to giving our full attention to the needs of all the children for whom we provide care and educate. We believe that the positive experiences of infants, toddlers, and young children are critical to healthy development and that these experiences establish a foundation from which children can reach their full potential. Our philosophy is based on childhood theorists, such as Jean Piaget, Lev Vygotski, Maria Montessori, Erick Erikson and the early childhood movement from Reggio Emilia, Italy. We believe that children benefit from practices that are well grounded in research. We also strive to maintain a program where children and families from all religious racial and ethnic backgrounds will find an environment that embraces their similarities and differences. We believe in the following developmental principles:

-Each child's uniqueness is the result of interplay between genetic and environmental factors. Child development involves interrelated physical, cognitive, emotional and social changes. Rates of development vary from one child to another, but the sequential progression of growth does not.

-With these principles in mind, we believe that infants, toddlers, and young children are individuals in their own right and must receive the same respect and consideration afforded older children and adults.

-We believe that it is our responsibility to provide responsive and understanding care, responsible guidance, modeling and generosity in our warmth of feelings. Furthermore; we are committed to providing a developmentally appropriate environment in order to nurture growth in each of the areas of development, while treating each child as a whole person.

-We believe that it is the job of adults to provide children with enticing and accurate learning experiences that are based on sound content knowledge and developmentally appropriate practices.

Licensing Information Required by the Ohio Administrative Code

This facility is licensed to operate legally by the Ohio Department of Job and Family Services. This license is posted on the board across from the family mailboxes for review.

A toll-free telephone number is listed on the facility's license and may be used to report a suspected violation of the licensing law or administrative rules. The licensing law and rules governing child care are available for review at the facility upon request.

The administrator and each employee of the facility is required, under Section 2151.421 of the Ohio Revised Code, ORC to report their suspicions of child abuse or child neglect to the local public children's services agency.

Any parent, custodian, or guardian of a child enrolled in the facility shall be permitted unlimited access to the facility during all hours of operation for the purpose of contacting their children, evaluating the care provided by the facility or evaluating the premises. Upon entering the premises, the parent, or guardian shall notify the Administrator, or designee of his/her presence.

Rosters of the names and telephone numbers of the parent or guardians of the children attending the facility are available upon request. The parent roster will not include the name or telephone numbers of any parent who requests that his/her name or telephone number not be included.

The licensing inspection reports and complaint investigation reports for the current licensing period, are posted in a conspicuous place in the facility for review.

The licensing record, including compliance report forms, complaint investigation reports, and evaluation forms from the building and fire departments are available for review upon request from the Ohio Department of Job and Family Services. The department's website is <http://jfs.ohio.gov/cdc>.

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

This information must be given in writing to all parents, guardians, and employees as required in 5101:2-12-30 of the Ohio Administrative Code.

The Curriculum

The University of Dayton in collaboration with the Bombeck Family Learning Center has developed the ACCESS Curriculum Framework

A-assessment supported
CC-child-centered
E-emergent curriculum
SS –science and social studies based

The Curriculum implements Ohio’s Infant and Toddler Guidelines and the Ohio Early Learning Content Standards

- Is emergent and follows the children’s interests
- Incorporates the Infant and Toddler Guidelines and the Early Learning Content Standards
- Is assessment supported
- Provides for the physical, social/emotional, language, aesthetic, and cognitive development of the children
- Is socially relevant
- Is intellectually engaging
- Is personally meaningful to the children
- Builds upon what children already know and are able to do
- Integrates content matter
- Makes meaningful connections
- Supports children’s home cultures
- Includes goals that are realistic and attainable
- Allows children to represent their knowledge in a wide variety of ways

The Assessments

The purposes of assessment is to document milestones and development as well as progress in the Early Learning Content Standards, identify challenges and interventions, screen children to provide a baseline, and support emerging curriculum.

Procedures for assessing children include anecdotal notes, checklists of discreet skills, and a portfolio collection of authentic artifacts.

We use assessment to plan and implement curriculum, determine individual and whole-class progress, and to inform and initiate interventions.

Children are evaluated informally in the classroom in a consistent and ongoing basis, where the child feels comfortable, and by familiar adults. Formal assessments and screenings are done for specific reasons, with the consent of parents and by a trained, experienced professional – ie teacher or consultant. Parent permission is required prior to formal testing, and results are discussed during conferences.

Assessment information is shared with parents quarterly, through either conferences and/or written reports.

We follow ethical standards for maintaining confidentiality of assessments. Parents may ask to view any assessment information at any time. State-required forms with confidential information and evaluation results are kept in the children's files in the office area. Daily assessments and behavioral observations are kept in confidential files within the classroom. They are used to help teachers plan both individual and whole-class activities. Portfolios are openly displayed for parents and children to view. as no confidential information is included in them.

Parents may contribute to assessment data in several ways. Parents are consistently asked for information about children during daily discussions at drop-off and pick-up times, or during conferences and intervention team meetings.

The Policies

Absences

It is important that the center be notified (229-2158) by 9:00 AM if a child will be absent. This allows us to determine lunch orders and staffing required.

Admissions

A child is considered enrolled in the center only after the information packet and one week deposit fee is received. The deposit is returned if parents give a 2 week notice in writing, giving the withdrawal date. The Director confirms assignment to a classroom, and a pre-admission conference is held with the teachers.

Animals and visiting pets

Classroom pets and visiting animals must appear to be in good health. Visiting pets must have documentation of immunization from a veterinarian on file prior to visiting the classroom. A parent permission form must be on file before any child is allowed to interact with any pets. Staff supervise interactions between children and animals, and instruct children on safe behavior when in close proximity to animals. Parents need to inform the center staff of any allergies that their child may have. A child that is allergic to a particular type of animal will not be exposed to that animal. Reptiles are not kept as classroom pets due to the risk for salmonella infection.

Arrival, Departure, and Transportation

Each child must be brought to and picked up inside the child's classroom by a parent or guardian, and to be welcomed or dismissed by a staff member. The child must be signed in upon arrival and signed out upon departure. Only authorized persons listed on the child release form will be permitted to remove a child from the center. A picture ID may be requested before the child is released to anyone unknown to the staff member dismissing the child.

Children may be dropped off at any time except lunch and nap times. Advance notice of late arrival must be given if lunch is to be saved for the child. Arrivals during naptime may cause already sleeping children to awaken. If a child is brought to the center during naptime, the parent will be asked to remain with the child outside the room until the naptime is over.

The center does not transport children. Field trips off campus will be done with parent volunteers (see Field Trips). Each parent driving must have a copy of a valid driver's license on file. As long as the parent does not drive on more than 3 field trips annually, no other forms or BCI/FBI checks are necessary. Each child must have written permission signed by the parent in order to be transported in another

person's car. Each child must be transported in an age and size appropriate child safety restraint.

Children with disabilities will have the same opportunities and safeguards as all other children when arriving, departing, and transporting takes place.

We ask that children arrive no earlier than 7:30 AM, and be picked up no later than 6:00 PM. (see Hours of Operation).

Children who are dual programmed will receive transportation through the public school district in which they live. These transportation arrangements including, the name and location of the school they will be transported to/from, drop-off, and pick up times will be shared with the Director, support staff, as well as the child's teachers. When a child is put on the bus a "hand to hand" system will be used. Meaning, the BFLC staff member putting the child on the bus will hold the child's hand until the bus aide holds the child's hand and the child has a seat on the bus. The same procedure will be used when picking up a child from the bus. The child will go from the bus aide's hand to the BFLC staff member's hand.

If a child that is dual programmed is not dropped off at the specified time, the center will follow this procedure:

1st – Parent contacted

2nd – School district transportation office contacted

3rd – Teacher of child's program contacted

4th – Police contacted

Birthday Celebrations

We enjoy having nutritious treats brought in to celebrate a child's birthdays, but ask that parties and other celebration be done outside of the center setting so as not to disrupt the learning environment.

Bullying and other abusive behaviors

We do not allow abusive behaviors such as bullying, or verbal or physical abuse of any kind. Children who engage in any abusive behaviors will be redirected and/or removed from the situation immediately. Appropriate behavior will be discussed and reinforced. The intervention assistance process will be started if abusive behaviors continue, and withdrawal of services will result if the behavior cannot be stopped.

Caregiver assignments and ratios

When children enter the center as infants they are assigned a "primary caregiver". Every attempt is made to move the caregiver and child through the developmental levels in the infant and toddler classrooms.

When the children enter the preschool, they remain in that same classroom with the same teaching team until they leave the center for their Kindergarten experiences.

Child Abuse Reporting Procedure

Any suspected abuse of a child enrolled at the center will be dealt with in accordance with the Ohio Revised Code and Ohio Child Care Licensing Code which addresses suspected and/or witnessed cases of abuse in the center and suspected cases of abuse or neglect away from the center by individuals other than center employees.

Any employee of a child care center is required to have a BCI and FBI fingerprint check on file as well as a non-conviction statement signed by the employee stating that s/he has never been convicted or pleaded guilty to child abuse or other crimes of violence, and that no child has been removed from that employee's home because of abuse or other crimes of violence.

*The Ohio Child Care Licensing Code requires that all employees be trained to recognize child abuse and neglect. If any abuse or neglect is seen or suspected involving a child enrolled at the center, the situation must be reported to the Children's Services Board in the county in which the child resides. Employees who report abuse and/or neglect in the workplace are immune from discharge, retaliation, or other disciplinary actions. **Failure to report child abuse or neglect is cause for disciplinary action, which may include termination of employment.***

An employee found to be conducting her/himself in an abusive manner towards a child will be subjected to disciplinary action, including termination. Should a staff member be accused of child abuse or neglect the following steps shall be taken:

1. The accuser or director shall immediately report the accusation to Children's Services Board.
2. The child's parents will be immediately informed of the accusation and told of the referral.
3. The employee will be informed immediately of the accusation and placed on administrative leave.
4. The Department of Human Resources will be contacted immediately and the university procedures will be followed to protect the rights of the employee, including legal representation if deemed necessary.
5. The Ohio Department of Jobs and Family Services will be notified within 24 hours of the accusation, and kept informed as to the events as told in a formal report within 3 working days.
6. When the guilt or innocence of the employee is determined University of Dayton procedures and policies will be followed for the reinstatement or removal of the employee.

Class Assignments

Children are assigned to classrooms based on many factors, including, age, developmental level, and the gender and chronological makeup of the class. The Director determines these assignments with input from the teachers and parents. Each classroom has subgroups of assigned caregivers/children.

Sunbeams – 12 infants between 6 weeks and 12 months, 3 educators, UD student(s)
 Flyers – 12 children 12-24 months, 3 educators, UD student(s)
 Gliders – 14 children, 24-36 months, 3 educators, UD student(s)
 Explorers – 24 children, 3-5 years, 3 educators, UD student(s)
 Voyagers – 24 children, 3-5 years, 3 educators, UD student(s)
 Jets – 24 children, 3-5 years, 3 educators, UD student(s)

Age	State Ratio	NAEYC Ratio	BFLC Ratio	Group Size
0-12 mos.	1:5 or 2:12	1:4	1:4	4
12-18 mos.	1:6 or 2:12	1:4	1:4	4
18-30 mos.	1:7	1:6	1:5	4
30-36 mos.	1:8	1:7	1:5	5
3-5 years	1:12	1:10	1:8	8

Computer Use

We follow the guidelines set forth by the NAEYC position statement on computer use by children:

1. do not recommend use by children younger than three
2. use is about playing, exploring and experimenting
3. choose software that encourages more than one child to use at a time
4. parents can explore computer use with their child at home
5. limit time and monitor use

Conflict Resolution

We provide a safe secure environment where children learn to respectfully resolve conflicts that naturally occur in a childcare setting:

- Adults help children develop vocabulary that expresses not only their wants and needs, but other’s feelings as well as their own.
- Adults model respectful interactions with others, using their own words and actions to develop an understanding of how to deal with conflict.
- Adults affirm everyone’s right to be safe emotionally as well as physically by setting standards for behavior and implementing caring, consistent consequences aligned with developmentally appropriate expectations according to the children’s age levels.
- Adults facilitate resolution between preschool children by asking guided questions, but resist solving the children’s problems for them, thus providing children the opportunity to make decisions and practice self-regulation of socially responsible behavior.

Conflict Between Adults

While every effort is made to meet the needs of children, parents, and staff, we realize that from time to time a conflict may occur between parents, staff, and administrators. The following process is followed should a conflict occur:

- Step One – a respectful discussion is held between the persons directly involved at a time and place that assures privacy and sufficient time for a thorough resolution to take place.
- Step Two – If resolution is not found at the first meeting, a second meeting is held with the Director for the purpose of creating a plan for resolution and a timeline for expected success.
- Step Three – If the conflict is not resolved according to the timeline, adjustments may be made to the plan, and an additional timeline be established, or:
- Step Four – If at any time the Director determines that resolution is not possible s/he will consider one of the following for immediate action:
 - Removal of the child from the classroom
 - Withdrawal of services from the center
 - Suspension of the staff member until disciplinary steps can be taken
 - Involvement of the Assistant Dean of the School of Education and Allied Professions
 - Grounds for determining that a resolution is not possible include but are not exclusive of the following:
 1. any person involved displays inappropriate behavior such as shouting, accusing, name-calling, swearing, or physical assault
 2. any person involved refuses to follow the prescribed process
 3. any person involved jeopardizes the process by spreading information concerning the conflict to those outside the immediate conflict or those involved in the resolution of the process.

Custody Agreements

Custody agreements must be on file in the child's folder. Equal access is granted both parents unless otherwise dictated by court order. We strictly adhere to all legal documents on file.

Daily Schedules

Sunbeams Daily Schedule(s) - We provide a safe, consistent, predictable and nurturing environment in which the children receive the love, security, and encouragement that is invaluable to a healthy beginning. Schedules for the infants are totally individualized. The needs of each young infant determine their schedule and even as they begin to establish a daily routine of needs and wants, it is ever changing. Staff work with the parents to promote infant-initiated routines that may be anticipated, acknowledged, and responded to. As the children progress, the goal is to establish a schedule consistent with what they will experience in the next classroom.

Flyers and Gliders Daily Schedule-

7:30	Center opens
7:30-8:30	Free play
8:30-11:30	Classroom activities, outside play, gym
9:00-	Snack

11:30-12:30	Lunch
12:30-2:30	Rest Time
2:30-5:30	Free play/departures
	3:00 - Snack
6:00	Center closes

*Diaper changes occur during scheduled intervals and throughout the day.

Preschool Daily Schedule-

7:30	Center opens
7:30-9:00	Choice work
8:45 – 9:45	Snack
10:30 –11:00	Morning circle/large group
9:30-10:30	Activities/Project work
11:00-12:00	Outside/gym
12:00-1:00	Lunch/Transition to Quiet Time
2:30-3:00	Wake-up transition
3:00-4:00	Enrichment Activities/Choice Work/Snack
4:00-4:30	Afternoon circle/large group
4:30-5:30	Outside/gym
5:30-6:00	Quiet activities
6:00	Center closes

***During inclement weather small groups of children rotate to the gym in the AM and PM giving each child an opportunity for large muscle activity.**

Discipline

Teaching children appropriate behavior is discipline. Discipline is not punishment. The center strictly adheres to the discipline guidelines set forth by the Ohio Childcare Licensing Code:

- No cruel, harsh, or corporal punishment, no pinching, punching, shaking, spanking or biting.
- No discipline technique delegated to another child
- No physical restraints
- No child placed in a locked or confined area
- No child humiliated or subjected to profane language, threats, or derogatory remarks
- No punishment for failure to eat, sleep, or toilet accidents
- No discipline that shames, humiliates or frightens
- No withholding food, rest, or toilet use
- Separation, when used as discipline, shall be brief and appropriate for the child’s age.
- No abuse or neglect

Children will be protected and supervised at all times. If a child’s behavioral or emotional problems prove very disruptive to the general program, to ensure the health and safety of the child, other children, and staff members, services may be withdrawn, and referral made for therapeutic intervention.

The requirements of rule 5101: 2-12-22 (Child Guidance and Management for Licensed Child Care Centers) of the Administrative Code applies to all employees of the center.

Dress Code

For children – Dress children for play and for weather.

Closed toe and heel shoes for playground preferred for safety.

For staff – Comfortable and professional.

Shorts and skirts knee length.

Modest tops – mid section covered .

No piercings other than earrings.

Employment of Staff by Center Families

Employment of staff by center families is discouraged due to the blurring of lines between teacher and employee, the challenges to confidentiality, and the need to maintain a professional relationship. Should such employment occur, the director must be informed immediately, and employee/employer waivers signed and on file at the center. **School of Education Students during their sophomore year field practicum are not allowed to work for center families.**

Enrollment and Medical Records

Enrollment forms and medical records must be updated annually and on file for a child to attend the center.

Health and safety information obtained as needed according to the regulations for Child Care Licensing is collected and maintained on file at the center. The children's files are locked in the administrative office at the center. The contents of the file are confidential but are immediately available to:

- The child's legal guardian
- Administrator or teaching staff
- Regulatory authorities upon request

Ethical Code of Conduct

The center staff know and use the NAEYC ethical guidelines contained in the NAEYC code of Ethical Conduct.

Field Trips

Infants and toddlers sometimes take rides in the "bye-bye buggies", and preschool children occasionally take walking field trips within a few blocks of the center. Adult-child ratios are maintained and first aid kits are always taken along.

Field trips that require transporting children in vehicles will be done by parents and teachers. Parents driving must have a copy of a valid driver's license on file at the center, and will not be required to get a BCI or FBI check unless they transport

children on more than three occasions. Parent permission slips must be on file each time an off-site field trip is taken.

Children will be assigned to a specific staff member or parent, and all children must be transported in an appropriate child restraint seat.

Children who are not enrolled in the center may not attend the field trip due to liability issues.

Parents who prefer that their child not attend a field trip must inform the staff at least one day prior to the trips so other arrangements can be made for the supervision of the child.

Parents must sign special forms for field trips involving water or water activities, indicating whether your child is a swimmer or non-swimmer. Swimming only takes place at a site where lifeguards are on duty. Swim shoes are recommended.

Food Program

We participate in the USDA's Child and Adult Care Food Program, and therefore meet the nutritional guidelines for infants and children prescribed by the federal government. The children who are in attendance between 11:00 and 1:30 receive a lunch. Nutritious morning and afternoon snacks are also offered to children. The center's nutrition aide works with the university's nutrition experts and cooking staff to assure that all food offered meets the CACFP guidelines in terms of nutrition and serving size.

Staff do not offer children younger than four years hot dogs, whole grapes, nuts, popcorn, raw peas, hard pretzels, peanut butter, or chunks of raw carrots or meat too large to swallow (except for sandwiches when bites are taken and children are supervised).

Information on the CACFP food program is distributed to families annually.

Periodically, information on child nutrition or recipes for nutritious snacks are shared with families.

All food and beverages brought from home are required to be labeled with the child's name and date. We encourage only healthy, nutritious treats be brought from home for celebrations.

Menus are distributed quarterly, posted in the foyer, and daily meals/snacks are written on the white board in the same location.

Hours of operation

The center is open week days from 7:30 AM to 6:00 PM. We ask that all parents adhere to those hours for drop off and pick up. Arriving early or late creates a difficult situation for the child, as teachers responsibilities begin and end at those times.

Late fees are charged for late pick-ups as follows:

Before 6:30 -One dollar per minute by the office clock until 6:30.

After 6:30 - Five dollars per minute by the office clock.

Calls ahead do not negate late charges, and withdrawal of services may take place after three late charges during a semester.

Incident Reports

An Incident Report Form must be filled out by the witness whenever a child is hurt. It will be signed by the teacher in charge, the director, and the parent. The original will be kept in the child's folder, and a copy given to the parent the same day the incident occurred.

Infants

We support the concept of allowing children freedom of movement, and do not use any type of restrictive devices such as swings, high chairs, or playpens. In this way the children have an opportunity to move, explore and discover their expanding capabilities, as well as learn the impact of their interactions with other people and their environment.

We ask that everyone entering the infant room remove their shoes so as not to bring any outside elements into the area where children are sitting, scooting, and crawling on the floor.

For the health and safety of the infants we request that older siblings be dropped off first, and picked up last.

Nursing mothers are welcome at any time, and a special space is provided for their time with their babies.

Infant Cribs and Sleeping Conditions

All infants must be placed on their backs to sleep unless the prescribed JFS01235 Sleep Position Waiver form is signed by a physician and on file at the center.

All side railing of all cribs must be up when children are in them.

Infants are never placed in a crib with a bib or any other item tied or placed around their neck.

A child may not be placed in a crib with any of the following:

Pillow, comforter, bumper pad, diaper bag, clothing, fluffy blankets (your hand leaves a print), sheepskin blanket, large soft stuffed animals, boppy pillows, objects or toys strung across the length of the crib, wedges to maintain sleep position without form JFS01236 Child Medical/Physical Care Plan signed by a physician and on file at the center.

Nothing may be placed over the side of the crib such as a blanket, bib, piece of clothing that could fall into the crib and cause a choking hazard or prevent caregivers from being able to see the infant.

Information Exchange

Please keep your contact information current. We may need to contact you concerning your child or the center program and activities. Please check your child's mailbox daily for information. If you have any questions or concerns, you may contact the Director at 229-5381, or feel free to ask any staff member for assistance at any time. We welcome parent input, and encourage you to share your ideas with us.

Informative Conferences and Reports

The following schedule is followed for providing information concerning your child's progress:

Aug/Sept – Enrollment/Annual Information Conference

Nov/Dec – Written Progress Report

Jan/Feb – Parent Conference – Sharing information and Portfolios

April/May – Written Progress Report

We briefly share information daily at drop-off and pick-up times, however, for any lengthy discussion it is best to set up a conference time so teachers can attend to the children.

Intervention Assistance

Our staff encourages parents to share concerns of any kind. We provide a systematic process for addressing learning or behavior issues of any kind. Simply ask for an intervention assistance meeting. Teachers may do the same. Parents and teacher first discuss the concern and create a plan for intervention, and timeline for expected success.

- If plan is unsuccessful, parents and staff call an Intervention Assistance Team meeting to discuss strategies and a plan of actions, setting a date and time for a follow-up meeting. The parents, staff members, and Director form the initial team.
- The Intervention Assistance Team may include consultation with outside experts such as a pediatrician, mental health expert, and/or intervention specialist. A release of information form, signed by the parent is required to observe or test the child, or to consult with expert specific to the child, or to share information among the experts and staff involved.
- Appropriate progress must be documented with in the specified time span or services may be withdrawn if the needs of the child, parents and/or staff members cannot be satisfactorily met at the center.

Medical Exclusions

We observe all children as they enter the program to quickly assess their general health. We provide a clean and healthy environment, however we realize that children do become ill from time to time. As a center that is licensed by the Ohio Department of Jobs and Family Services, we strictly follow the guidelines for *exclusion of children and staff with these symptoms for the protection of all children, families, and staff members:*

- Temperature of 100 degrees Farenhneit when in combination with any other sign of illness
- Diarrhea – 3 or more loose stools within a twenty-four hour period (please inform staff of any incidents at home)
- Severe coughing
- Difficult or rapid breathing
- Yellowish eyes or skin

- Redness of eyes, discharge, matted lashes, burning, itching
- Untreated infected skin patches, spots or rashes
- Unusually dark urine or gray or white stool
- Stiff neck with elevated temperature
- Evidence of lice, scabies, or other parasitic infestation
- Sore throat or difficulty swallowing
- Vomiting more than one time when accompanied by other sign of illness

Mildly ill children not exhibiting the above symptoms, but not feeling well will be observed and parents notified if their condition worsens.

You will be notified immediately if your child exhibits any of the above symptoms.

Parents are expected to pick up the child within one hour of being informed.

The child will be isolated within sight and hearing of a staff member until the parent arrives. You will receive an exclusion letter noting that ***symptoms must be absent for at least 24 hours without medication prior to the child's return to the center.***

If a child is not symptom free, we must have a note signed by a physician stating the child is not contagious, before we can allow the child to enter the facility.

Please plan ahead for any medical exclusion and have a back-up plan in place if you are not able to take time off from work or school. If this is your child's first experience in a group setting, you may find that they may experience more frequent illnesses until their immune system becomes more active.

Parents will be notified if and when their child has been exposed to a communicable disease by a sign on that child's classroom door. This sign will indicate the communicable disease, symptoms, incubation and contagious periods.

Medications /Modified Diets / Food Supplement Procedures Policy

Medications must be labeled with (a) the child's first and last name, name of clinician, expiration date, and manufacturer's instructions, or (b) the original prescription label that details the name and strength of the medication as well as specific instructions for administering and storing.

A Request for Administration of Medication form must be completed, signed and on file at the center before any medication, food supplement or modified diet can be given to the child. These forms are available for parents at the front desk.

Prescription labels must show the child's name, current date (within last 12 mos.) exact dosage to be given , when it is to be given, and specific number of dosages to be given daily and the route of administration.

Over the counter medications that are used for preventative purposes may be used in an ongoing manner if the licensed health care provider guides the use of the medicine with details of the specific circumstances and provides specific instructions for the individual dosing the medication. If, however, the medication is used in treatment of an existing condition, then the medical form must be reissued every three days. Non-prescription medication must be medication is age appropriate (by the label), and the dosage is clearly stated on the label. Specific

instructions for medication must always be supplied through the pharmacy label or a doctor's written instruction. "As needed" is not specific enough, and further instructions will be required.

Topical applications such as chap stick, sunscreen, lotion of any kind, diaper cream, and oragel do require a medical form to be on file.

Medical conditions require that a medical health plan be in place. This requires a physician's description of the condition, specific instructions for any procedure, staff member training, and signatures of the physician, trainer, parent, person doing the procedure, and the Director.

These forms and procedures are required by the Ohio Department of Jobs and Family Services – Licensing of Child Care Rules and Regulations Chapter 5101:2-12.

Medical Emergencies

The center staff members are trained in First Aid procedures. If a serious medical emergency should arise, we call the UD Public Safety Department who would summon an emergency vehicle staffed with EMTs who can evaluate the situation and transport to an area hospital if necessary. We call emergency staff first, and immediately attempt to inform the parent. *A staff member will stay with the child until the parent arrives. The child's emergency transport, health and medical records accompany them to the hospital. Only parents and EMS personnel transport.*

In case of a minor accident or injury the staff will administer basic First Aid and provide TLC. If the injury or illness is more serious, first aid would be administered and parents contacted immediately. If the case of a life-threatening injury or illness, emergency transport is called first, with parents being notified immediately after.

An incident report is given to the person picking up the child on the day of the illness or injury. Any transport situation is also reported to the Ohio Department of Jobs and Family Services within 24 hours whenever there is a "general emergency", or "serious illness or injury". A written report will be provided to the licensing agency within 3 days of the incident.

Parking

For the safety of the children we ask parents and visitors to park on the sidewalk side of the parking lot, and that children walk on the sidewalk to and from the center. Staff are required to purchase UD parking passes, and are assigned the spaces on the alley side of the lot, plus 5 slots at the end of the sidewalk side. Anyone parking in the "M" area may be ticketed by UD police. Please turn off your engine while parked to keep fumes and potential accidents from occurring.

The marked area at the front entrance is reserved for parents of the infants (Sunbeams) to drop off and pick up their little ones who must be carried.

Parent Participation

We encourage parents to visit, observe, and participate in any and all activities at the center. Visiting family members are also welcome at any time.

The parent organization provides us with several opportunities throughout the year to engage in social, informational, or fundraising events. Watch for their meeting dates and plan to attend those functions that are of particular interest to you. A parent roster is provided annually at the beginning of the fall term in August.

At the time of enrollment parents indicate where or not they want to make their contact information available to other parents. Those parents who indicated that they did want their information available are listed on a "parent roster." Parents may ask Ms. Debbie Poppaw for this parent roster.

Payment of Tuition

Tuition payments are by 6:00 PM on Friday, one week in advance. Methods of payment can be arranged at the front desk, and include check, money order, credit card, or payment by automatic bank withdrawal. A late charge of \$25 is assessed if payment is not received, and tuition and late payments are cause for withdrawal if more than one incident occurs within one semester. A \$25 fee is assessed for a check returned for non-sufficient funds. Three instances of non-sufficient funds is cause for withdrawal of services.

Protection Against Environmental Hazards

The Bombeck Center is inspected for lead, asbestos, and radon and has been found to be an extremely safe environment for children and adults. We guard against the impact of air pollution by monitoring the air quality index, and keeping doors and windows closed when air quality is poor. On Ozone Action Days, we provide indoor activities for children with Asthma or other breathing difficulties. Staff are cognizant of and monitor children's outdoor play, providing sufficient water, cooling and shortened periods of play when appropriate.

Rules for the Bombeck Center

Rule #1 - Take care of yourself.

Rule #2 - Take care of your friends.

Rule #3 - Take care of your school.

A copy of specific guidelines for the playground, gym, and field trips will be given to parents at the time of enrollment and annually. A copy may be obtained at any time from the teachers or at the front desk.

Safety Plan

Safety Drill (lockdown and tornado) – will be conducted on a quarterly basis.
Exit Drill (fire or danger within the building) – will be conducted on a monthly basis.

Emergency Procedures are posted in each room.

The Director meets annually with the UD Office of Public Safety and Environmental Risk Management personnel to review and update the safety plan.

In emergency situations where general evacuation is warranted the center will move all children and staff to the Frericks Center located on the University of Dayton's campus.

Safety Notes

- All staff members are trained in CPR, First Aid, Prevention of Child Abuse, and Recognition of Communicable Disease.
- No child is ever left alone or unsupervised
- No aerosol sprays are used in a room when children are present
- Emergency procedures are posted by each phone in the center.
- Emergency instructions for fire or weather alert are posted in every classroom and practiced regularly at different times throughout the day.

Standard Precautions

- Surfaces that may come in contact with potentially infectious body fluids are disposable or able to be sanitized.
- Staff use techniques that minimize contact of mucous membranes or openings in skin with potentially infectious body fluids to reduce the spread of infectious diseases.
- Staff clean up spills of body fluids immediately using detergent then rinsing with water.
- After cleaning, staff sanitize nonporous surfaces.
- Carpets are cleaned by blotting, spot cleaning with a detergent disinfectant, and shampooing (monthly in infant rooms, quarterly in others).
- Staff dispose of contaminated materials and diapers in plastic bags with a secure tie and in a closed container.
- Toys that children place in their mouths or that are otherwise contaminated by body secretion or excretion are washed in soapy water, sanitized with mild bleach water, and air dried daily.
- Tables are sanitized prior to and after snacks and lunch.
- Cots are sanitized weekly, and washed with soap and water quarterly.
- Children's items such as blankets, pillows, etc, are taken home by the parents for washing weekly.

Sunscreen Requirement

Sunscreen is both required and provided during warm weather play. Parent permission forms must be signed and on file at the center. Parents providing sunscreen for children with allergies or sensitivities must make sure your child's teacher has the proper form on file, and that you provide an adequate supply of the sunscreen.

Target Teaching Model

We have developed a unique “Target Model” for teaching teams. The staff identified the following essential functions for teaching:

1. Curriculum planning and implementation
2. Assessment
3. Documentation
4. Communication
5. Mentoring
6. Professional Development
7. Environment

Teaching teams determine the strengths and talents of their members, and divide the responsibility for each function accordingly. The target for each essential function then is then labeled by percentage for each person on the team. No lead teacher, assistant teacher, or aide is identified because the team members share the responsibilities according to the unique abilities each person brings to the job.

Transitioning a family into the Bombeck Center

1. Tour of the facility with explanation of program.
2. Position offered and accepted
3. Pre-enrollment conference between parents and teachers to gather information and address concerns.
4. Director reviews handbook and policies with parents clarifying issues and answering questions.
5. Child visits classroom with parent.
6. Child attends the center.

Transitioning a child from one developmental class to another

1. Continuity of care provides for a team of nine teachers in three classrooms, with children being assigned a primary caregiver that moves from one classroom to another with the group of children assigned to him/her.
2. Transitions take place in January, May, and August.
3. Prior to each transition teachers fill out transition forms to determine developmental levels throughout the domains for each child, doing an Ages and Stages checklist if necessary.
4. One month prior to transition the team meets to discuss transitioning children, placements and dates for transitioning.
5. Transition is discussed with parents to get their input and address any concerns.
6. Official transition letters are sent to parents with information concerning placement, transition timeline, and preconference with teachers.
7. Preconference is held
8. Informal visits are made to the new classroom the week prior to the formal transition week.

9. Children formally transition into the new classroom during one week, adding time and activities each day until they are functioning in the new classroom for a full day.

Transitioning a family out of the center

1. Final conference for family and teachers is held to discuss the change and how parents and staff will help the child accept and enjoy the transition.
2. A summer KinderPrep class is offered to children going to kindergarten.
3. Classmates and teachers celebrate the move in an appropriate manner.
4. Information such as developmental levels and academic progress reports, plus the child's portfolio are given to the family to take to the new setting.
5. Should an IEP meeting be part of the process, our teachers participate, providing information and support for the child and the family.

Unscheduled Closings

Inclement Weather: The Bombeck Center will make every effort to remain open in the event of inclement weather. However, if weather conditions warrant closing, the Center will follow the University's directions for closure. Please check your local television broadcast of school closings, or call the University's Public Safety Department at (937) 229-2121. Tuition credits will not be offered for closings due to inclement weather.

Other unscheduled closings: In the unlikely event that the center is forced to close due to a facility-related emergency, such as loss of water or heat, information regarding the closing will be communicated to parents via phone calls, e-mail, and local media as well as on the University's main webpage. If the center must be closed for one or more full days, families will not be charged tuition for that day or days. For the purposes of this policy, a full day of closure is defined as a closure taking place by 9:00 AM or earlier.

Vacations and Holidays

Families may use five vacation days annually. These days may be used consecutively or intermittently throughout the 12 month period starting with the enrollment date of the child. Vacation credit is not given until the 5th day is used. Please provide one week advance notice on the vacation request form available at the front desk.

The center calendar is aligned with the university calendar. A holiday schedule is provided annually at the start of the fall term in August, or available at the front desk at any time.

Videotapes and Photographs

The children at a demonstration school are often photographed or videotaped for university class assignments, training sessions, publications and presentations at

local, state, and national conferences. All parents must sign a Permission to Videotape and Photograph Form allowing their child's image to be used in all of these ways.

Waiting List

We maintain a waiting list at each age level that is based on priority rank and date of application. The priority ranking is 1)UD family with a sibling already enrolled, 2)Non-UD family with a sibling already enrolled, 3)UD family without a sibling enrolled, 4)UD student, 5)UD alumni, and 6) general public. A one-time non-refundable fee of \$25 payable by check or money order, and pre-enrollment form places your child(ren) permanently on the waiting list.

Water Play Activities at the Center

Water play activities are offered during warm weather months. Parent permission forms must be on file for children to participate.

Swim shoes are recommended for safety reasons.

Withdrawal of Services

We require a two-week written advance notice of the date of withdrawal in order to return the one-week deposit fee. If services are withdrawn for late pick-up or late-fee issues, the deposit is not refunded in any event.

The Terms

Accreditation

Accreditation refers to certification that a program serving young children receives from the NAEYC. Accreditation is based on self-study and external review.

Assessment

Assessment for young children is very different from that of older children. Where older children can read and write, preschoolers, toddlers, and infants show what they know and are able to do through different means. This difference requires that early childhood educators be extremely capable observers of children. They must be able to document what they see children do and must be able to present that documentation in a manner that is meaningful to parents, SOEAP students, other teachers and to the children themselves. The documentation boards that are outside the classrooms at the Bombeck Center are one way that teachers can communicate the assessment of learning to parents. Portfolio binders that include digital pictures, charts, checklists, notes, and work samples is another of the many ways that assessment documentation can be organized and shared in consideration for what projects, activities, and lessons will be developed next.

Best Practices

Instructional programs that are based on standards as determined by a professional organization. The National Association for the Education of Young Children has analyzed and synthesized the body of research in the fields of early childhood, literacy, child development, and other related fields, and has established standards for the practice of teaching and for good early childhood programming. These are considered the best practices for the field.

Child Directed

The common educational experience that most adults have had includes a teacher who is the focus of the classroom or the star of the classroom stage. In a child directed setting, children are the star of the stage and the teacher takes on the role of star manager. The child directs activities by deciding which materials to interact with, when, and for how long. The teacher facilitates learning by choosing materials and activities that meet the child's curriculum goals.

Continuity of Care

Continuity of Care refers to a practice of responding to the need of infants and toddlers to develop a constant and predictable relationship with their caregiver. Continuity of care does not refer to an absolute prescriptive set of rules and guidelines but rather refers to an effort to minimize the disruption that occurs when infants and toddlers transition from one caregiver to another.

Curriculum

For early childhood, the notion of curriculum is so much more than a list of what to teach and when (scope and sequence). Because early childhood educators have to follow the child's lead and interests in a play-based environment, developing curriculum is a challenge and requires that our teachers and SOEAP students understand what research says is good curriculum for young children. (See Curriculum Section of the Handbook)

Demonstration School

Demonstration or Laboratory Schools are centers for child care and education that are owned and operated by universities. Most commonly, they are set up as places to model for pre-service and in-service teachers the very best teaching and the latest educational strategies. The demonstration schools also offer the university a means for research into childhood, most particularly in education, but sometimes in other disciplines as well. At the University of Dayton we focus our research on instruction.

In return, parents who send their children to university affiliated demonstration schools generally find superior care, education, and facilities. Often they support progressive curriculums, highly qualified staff, and environments enriched by the university's resources where children are challenged to be creative and divergent thinkers.

Developmentally Appropriate Practice

This term is over used and misunderstood which is why there is a need to demonstrate its meaning to pre-service and in-service teachers. The term as used by NAEYC refers to a framework for making decisions about teaching young children and working with families. It is not a list of practices that everyone must adhere to, but requires in-depth knowledge of the following:

- 1) Child development – what can be expected of children at certain ages
- 2) Individual development – the individual pattern of strengths and needs based on personal characteristics such as temperament, interests, learning style, and developmental rate
- 3) Family culture – the values and practices that families consider to be important

Early Learning Content Standards (ELCS)

These standards were developed by early childhood professors, administrators, and teachers from around the state. They refer to what preschool aged children (3-5 years) should know and be able to do before entering kindergarten. The standards were developed using national models and are aligned to the k-12 Academic Content Standards.

Educational Approaches

MONTESSORI

Based on the work of Italian Dr. Maria Montessori, Montessori Education is based on a profound respect for children and their capacity to learn. Well sequenced and structured curriculum, activities, and materials are the hallmark of Montessori Education. Topics of study are predetermined and sequenced so that there are connections across traditional curriculum areas. Montessori programs serve children from the toddler age through high school, with most programs focused on children preschool through early elementary ages. Preschoolers who typically have a short attention span, focus on the process of normalization, and learn to focus their intelligence, concentrate their energies for long periods of time, and take tremendous satisfaction from their work. The following characteristics of normalization are emphasized in children between the age of three and six: 1) love of order
2) love of work
3) profound spontaneous concentration
4) attachment to reality
5) love of silence and of working alone
6) learning to share
7) obedience
8) independence and initiative
9) joy
10) power to act from real choice and not idle curiosity

REGGIO

Reggio Emilia is a city in Italy that has emerged as a world leader in early childhood education. The following is a summary that states the views of the educators in Reggio Emilia.

- 1) The child as a protagonist – children are capable and strong and form a triad of protagonists with the teacher and parent.
- 2) The child as a collaborator – education has to focus on the community rather than each child in isolation.
- 3) The child as communicator – this is the focus on symbolic representation through words, movement, painting, building, collage, dramatic play, etc. Children have the right to use materials in order to communicate what they know, understand, wonder about, question, feel, and imagine.
- 4) The environment as the third teacher – the design and use of space encourages encounters, communication, and relationship.
- 5) The teacher as partner, nurturer, and guide – teachers facilitate children's exploration and guide experiences of joint, open-ended discovery, and problem solving. To know how to plan and proceed, teachers listen to and observe children closely then ask questions to uncover ideas, hypotheses, and theories.
- 6) The teacher as researcher – teachers work in pairs and retain strong collegial relationships with other teachers. They engage in conversations about their work and the work of children. They consider themselves researchers preparing documentation of their work with children, who are also considered researchers.
- 7) The documentation as communication – transcriptions, photographs, and other media documentation of children's work gives teachers (and parents) a way to evaluate their work, while at the same time shows the children that their work is valued.
- 8) The parent as partner – parental participation is essential, and they play an active part in their children's learning experience. It helps teachers to view families as an intrinsic element of collegiality and as the integration of different wisdoms.

Educational Theorists

Erik Erikson – Erickson is the most widely cited social development theorist. He studied under Freud but focused on the social development of infancy through old age. His work has helped parents and educators to understand the social needs of children at a variety of age levels.

Magda Gerber - Educator and infant specialist Magda Gerber and neurologist Tom Forrest M.D. founded Resources for Infant Educators (RIE) in 1979. RIE is a non-profit membership organization dedicated to improving the quality of care and education of infants in a home setting, daycare, or infant group. The RIE philosophy promotes the importance of respect, daily routines, and giving the child the opportunity to develop on their own.

Jean Piaget – Piaget was a Swiss psychologist who studied young children and found that they develop cognitively by progressing through a series of predictable stages. He believed that children constructed their own understanding of the world around them by exploring and experiencing their world.

Lev Vgotsky – Vgotsky was a Russian linguist who, like Piaget, believed that children constructed their own understanding of the world. His work focused on the interaction between children and slightly advanced peers, and adults. His work provide the foundation for multi-age grouping as is found in the preschool classrooms at the Bombeck Center.

In-service Teachers

Teachers who have a teaching license and are teaching in their own classrooms.

Licensure

Licensure refers to the teaching credential that students in the School of Education and Allied Professions, Department of Teacher Education are seeking through their program of study.

Model Program

A program that models best educational practices. This can refer to a child care center, school age (K-12) or college level program.

Multi-sensory Environment

Quality early childhood programs include materials and activities that appeal to all sensed. Research on the brain has shown that experiences in multi-sensory environments are the best way to grow the brain.

NAEYC

National Association for the Education of Young Children

Since 1926 NAEYC has been the organization defining quality in programs serving young children.

NAEYC Professional Practice Standards

To be able to offer a program that leads to a teaching license or certificate in early childhood, colleges and universities have to align their programs to meet the following standards which have been developed by the NAEYC (2002). While the 5 standards are broken into elements, the following list should give some general ideas about what the student in the early childhood program will be learning and what they will need to observe at the Bombeck Center:

1) Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

2) Building Family and Community Relationships. Candidates know about, understand and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

3) Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way.

4) Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

5) Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are advocates for sound educational practices.

NAEYC Program Standards Standards of Quality for Early Childhood Education Programs

- 1) Relationships – The program promotes positive relationships among all children and adults to encourage each child’s sense of individual worth and belonging to a community and to foster each child’s ability to contribute as a responsible community member.
- 2) Curriculum – The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, cognitive, and aesthetic.
- 3) Teaching – The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.
- 4) Assessment of Child Progress – The program is informed by ongoing, formal and informal assessment approaches to provide information on children’s learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching and program improvement.
- 5) Health – the program promotes the nutrition and health of children and protects children and staff from illness and injury.
- 6) Teachers – The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support the families’ diverse needs and interests.
- 7) Families – The program establishes and maintains collaborative relationships with each child’s family to foster children’s development in all settings. These relationships are sensitive to family composition, language, and cultures.
- 8) Community Relationships – The program establishes relationships with and uses the resources of the children’s communities to support the achievement of program goals.
- 9) Physical Environment – The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.
- 10) Leadership and Management – The program effectively implements policies, procedures, and systems, that support stable staff and strong personnel, fiscal and program management so all children, families and staff have high-quality experiences.

Pre-service Teachers/Candidates

Current students who are in the process of getting their first teaching license.

Project Approach

The project approach refers to a set of teaching strategies which enable teacher to guide children through in-depth studies of real world topics. The project approach is structured and complex investigation framework which features teaching-learning interaction. Children can be highly motivate, feel actively involved in their own learning, and produce high quality work.

Project

A project is an in-depth investigation of a real world topic worthy of a child's attention and effort. Study may be carried out by a class or small groups of children. Projects can be undertaken with children of any age. They do not usually constitute the whole educational program. Younger children will play and explore as well as engage in projects. Older children's project work will complement the systematic instruction in their program.

Research-Based Practice

Practice that is based on an analysis and synthesis of current and classic research in the field of early childhood.

SIGNATURE PAGE

After reading the handbook, please sign and return this page to the Director. This page must be on file in the center office prior to the first day of attendance. Please feel free to ask the Director, office staff, or any teacher any questions you may have about the Bombeck Family Learning Center policies in this handbook.

I acknowledge that I have a copy of the Bombeck Family Learning Center Handbook, and have had the policies reviewed with me. I agree to follow all policies outlined within.

Signature: _____ **Date:** _____

Signature: _____ **Date:** _____

Employee Policies

Accidents and Injuries

Immediately report to the director and fill out workmen's compensation form.

Comp Time/Overtime

Employees must have the prior permission of the director and must take place within the same pay period.

Computer Use

Computers for Staff use are available in the staff work room.

E-mail

Staff members automatically receive an e-mail account through UD.

Employment of staff by Center Families

Employment of staff by center families is discouraged due to the blurring of lines between teacher and employee, the challenges to confidentiality, and the need to maintain a professional relationship. Should such employment occur, the director must be informed immediately, and employee/employer waivers signed and on file at the center. *School of Education Students during their sophomore year field practicum are not allowed to work for center families.*

Holidays for Staff

In addition to the accrued vacation days each full time employee receives there are paid holidays throughout the year. The center closes for the days between Christmas and New Years and if any of those days are not additional paid holidays, center employees may elect to use a vacation day or dock days.

No Smoking Policy

There is no smoking on the property.

Pay procedures

Employees are paid on the 10th and 25th of each month. Hourly employees clock in using time cards. All teaching staff sign in and out.

Pay Increases

Pay increases are dependent on the successful completion of a performance assessment, verification of at least 45 contact hours of professional development, current certification in CPR, Communicable Diseases, Child Abuse Prevention, and First Aid. An additional step pay raise may be earned by completing 180 contact hours (12 hours of college coursework or 18 CEUs) within the fiscal calendar year.

Performance Assessments

Staff assessment plans are done semi-annually. We use the university's Performance Assessment Plan.

Professional Development

Each teacher must register with the Ohio Professional Development Network, submit an annual professional development plan, maintain required certification in CPR, First Aid, Communicable Diseases, and Child Abuse Prevention, and provide verification of annual professional development work.

Probationary Period for Employment

New staff members have a 90 day probationary period of employment during which the administrator or other qualified person makes a professional judgment as to their competence for working at the center.

Sign In and Out at Front Desk

Staff members are required to sign in and out daily.

Staff Breaks

Each teacher has a total of one hour for lunch and breaks throughout the day. The time may be used in 15 minute increments or all at one time according to the desire of the teacher.

Staff Files

A file is kept in the center office for each staff member. It contains 1) non-conviction statement, 2) 3 references, 3) medical statement, 4) educational records, 5) BCI/FBI checks, 6) handbook review form 7) confidentiality statement, 8) professional development verification

Staff Meetings

Weekly meetings are held on Mondays, from 2:00-3:00 as follows:

- First Monday – Whole Staff Professional Development
- Second Monday – Preschool Unit Meeting
- Third Monday – Infant and Toddler Unit Meeting
- Fourth Monday – Leadership Representatives Meeting

Staff Orientation

New staff members spend their first three days going through staff orientation. The schedule of activities takes place so that the new staff person becomes acclimated prior to actually joining their teaching team:

Day 1:	Vision, Mission, Goals Target Model Handbook Review Observations and Reflections
Day 2:	Philosophy Policies Curriculum Framework Observations and Reflections
Day 3:	Assessment Classroom Planning Observations and Reflections

Teacher Planning and Preparation

Teachers plan and prepare daily during the children's nap time. Teaching teams must spend at least one day of preparation time planning the curriculum for the following week.

Teaching Staff Professional Development Plan

- Tier I - Required Coursework
 - First Aid
 - CPR
 - Communicable Diseases
 - Child Abuse Prevention
- Tier II - Contact Hours Required for Annual Salary Increase
 - One Step - 45 contact hours
 - Two Steps - 180 contact hours
- Tier III - Complete Credentials for Step Up on Employment Level

Telephone Use

Cell phones are to be carried and used only during breaks. Prior permission for long distance calls on the center's land line is required.

Vacation Leave and Sick Days

Vacation leave and sick days are accrued according to the years service.

0-4 yrs. = 1 day/mo 4-14yrs. = 1.25 days/mo. 15 yrs. = 1.5 days/mo..

Submit vacation and sick day requests to the Director.

The People

Office Team

Director of Daily Operations - Ashley Smith
Administrative Assistant - Ann Kelker
Administrative Secretary – Deborah Poppaw
Program Development – Diana Smith
Nutrition Aide – Diane Steele

Infant & Toddler Team

Christyna Anderson
Becky Baker
Molly Berus
Caroline Davis
Molly Illic-Downing
Janet Joppy
Paula Klosterman-Pritchard
Lois Lane
Vicki Rohrer
Sandra Shouse
Nancy Sutton
Mary Williams

Preschool Team

Denyse Carone
Michelle Donley
Emily Gray
Susan Hampel
Leah Lauver
Susan Madison
Valerie Ogden
Ellen Padgett
Lucy Salgado

