

The Bombeck Family Learning Center



Parent, Staff and Practicum Student HANDBOOK



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What We Believe

The Characteristics of a Marianist University

Marianist Universities Educate for Service, Justice and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all peoples (2006, p. 27)

As part of a Catholic, Marianist university, we readily adapt and change with the times. We build communities of faith and educate in what we call a "family spirit." We provide an integral, high-quality education on a campus that's known for its hospitality and inclusiveness.

The Bombeck Center Commitment to Community

Three foundational elements represent who we are and define how we interact.

Respect – We are a community of learners in an environment of respect for children, families, staff, early childhood faculty and students.

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

Research – We base our practice on a sound understanding of the literature of field.

Mission Statement

Provide high quality early care and education for young children while demonstrating assessment supported, child centered, emergent, science focused and integrated 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 motor and health, cognitive development and approaches to learning of the children at the center.

Goal 2 – Promote the professional development of early childhood students in the University of Dayton’s School of Education and Health Sciences.

Goal 3 – Provide professional development opportunities for the Bombeck Family Learning Center staff and the greater early care and 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 care for and educate all the children at the Bombeck Family Learning Center. We believe that positive experiences for infants, toddlers, and young children are critical to healthy development and that these experiences serve as the foundation for future development and learning. Our philosophy is based on the work as such classic early childhood theorists as Ainsworth, Bandura, Bowlby, Bronfenbrenner, Erikson, Gerber, Honig, Montessori, Partens, Piaget, and Vygotski. We have learned from prominent early childhood approaches such as the Project Approach (Katz and Chard) and the programs of Reggio Emilia, Italy. We believe that children benefit from practices that are well grounded in research. We also strive to maintain a program where diverse children and families are welcome and engaged. We believe in the following developmental principles:

1. 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.
2. 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.
3. We believe that it is our responsibility to provide responsive care and responsible guidance where strong social and emotional development is promoted and modeled. Furthermore; we are committed to providing a developmentally appropriate environment in order to nurture growth in all areas of development, while treating each child as a whole person.
4. 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. Our science focused curriculum is intentional, integrated, inclusive, inquiry-based, and innovative.

Administrative Team- Roles and Responsibilities

Executive Director, Center for Early Learning –provides the administrative link between the School of Education and Health Science (SEHS) and Bombeck Family Learning Center (Bombeck Center) Communicates needs and concerns of the Bombeck Center and its stakeholders to the Dean, Associate Deans, and other members of the University of Dayton leadership. Seeks out funding for projects that advance the Bombeck Center, SEHS, Center for Early Learning and early childhood program while also reaching out to the community as part of the Marianist Mission.

Bombeck Center Director – guides the staff to fulfill the vision, mission and goals of the center, directs daily operations of the center to maintain a high quality environment for children, including staffing, enrollment, accreditation, the center budget, licensing, communications, and professional development. The Center Director works with the Early Childhood Clinical and Curriculum Specialist to support quality curriculum.

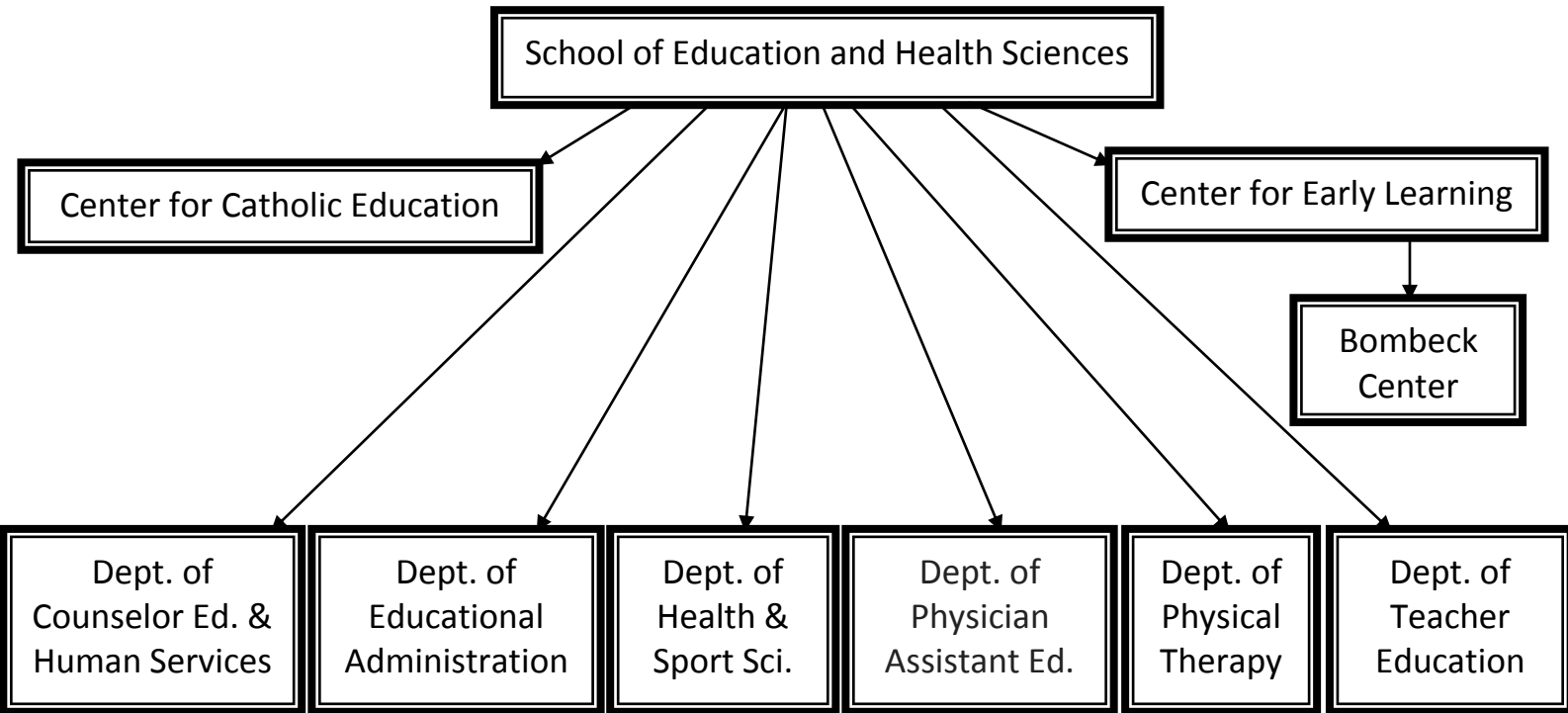
Early Childhood Clinical and Curriculum Specialist – provides guidance for planning and implementing the ACCESS curriculum framework. Supervises clinical experiences for early childhood graduate and undergraduate students and teaches early childhood classes.

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

Relationship to the School of Education and Health Sciences

On July 1, 2000, the Bombeck Family Learning Center became part of the University of Dayton's School of Education and Health Sciences. The center serves as an important resource for University of Dayton as the Early Childhood Education Demonstration School. Second year early childhood students actively participate in the center classrooms during a year-long field practicum experience. The Department of Teacher Education provides 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.

Organizational Chart



Accreditation

The Bombeck Family Learning Center is currently accredited by the National Association for Young Children and holds the highest quality rating available, 5 stars, through the State of Ohio's voluntary rating system, Step Up to Quality.

The National Association for the Education of Young Children (NAEYC) accreditation is a national accreditation program that has worked for more than 80 years to raise the quality of programs for all children from birth through age eight. A major part of NAEYC's efforts to improve early childhood education is through different systems of accreditation for programs that are committed to meeting national standards of quality. More information on NAEYC accreditation can be found at www.naeyc.org.

Step Up to Quality (SUTQ) is Ohio's voluntary quality rating system for Ohio Department of Job and Family Services licensed child care programs. Step Up to Quality recognizes early care and education programs that exceed quality benchmarks over and above Ohio's licensing standards. More information on Step Up to Quality can be found at <http://jfs.ohio.gov/cdc/stepupquality.stm>

Curriculum

The early childhood faculty in collaboration with the Bombeck Family Learning Center have developed The *ACCESS Curriculum: Intentional, Integrated and Inquiry-based for Ages Infancy through Grade 5*.

- A** -Assessment-supported
- CC** -Child Centered
- E** -Emergent/negotiated curriculum
- S** -Science emphasis
- S** -Standards Integrated

The Curriculum implements Ohio's Early Learning and Development Standards and

1. Is emergent and follows the children's interests.
2. Is assessment supported.
3. Provides for the physical motor and health, social/emotional, language, approaches to learning, aesthetic, and cognitive development of the children.
4. Is socially relevant.
5. Is intellectually engaging.
6. Is personally meaningful to the children.
7. Builds upon what children already know and are able to do.
8. Integrates content matter.
9. Makes meaningful connections.
10. Supports children's home cultures.
11. Includes goals that are realistic and attainable.
12. Allows children to represent their knowledge in a wide variety of ways.
13. Is science focused.
14. Is integrated around import topics of investigation.



Assessment

The purpose of assessment is to inform instruction in order to support the development and learning of infants, toddlers, and preschoolers. Assessment is also used to document development and learning including progress in the Ohio Early Learning and Development Standards.

The teachers at the Bombeck Family Center implement the *ACCESS Assessment System* which includes intentional and authentic data collection using such tools as work samples, observational checklists, photographs and video tape with anecdotal notes, and electronic portfolios. Infant and toddler teachers focus on individual child data sets. In Preschool classrooms, data is aggregated or compiled using the *ACCESS Classroom Tracking System (ACTS)* which allows teachers to see up-to-date information about the strengths and needs of individual children as well as a whole class view that can inform classroom instruction. In preschool classrooms, we use assessment to plan and implement curriculum, determine individual and whole-class progress, and to inform and initiate interventions.

Children are evaluated authentically in the naturally occurring classroom environment. Assessment is intentional, ongoing and is completed by familiar adults. Formal assessments and screenings are done as required by the State and as needed to gather diagnostic information. All assessment is completed with the consent of families and by trained, experienced professionals – i.e. teacher or consultant. Parent permission is required prior to formal testing, and results are discussed during conferences.

Assessment information is shared with families quarterly during scheduled progress report conferences. Families can request additional conferences as needed.

We follow ethical standards for maintaining confidentiality of assessments. Families 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. Electronic portfolios are updated regularly and are shared with families.

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

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 families 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. Families 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 must be welcomed or dismissed by a staff member. The child must be signed in upon arrival and signed out upon departure. When a child is picked up, the teacher will mark the child as departed. **If the parent decides to stay at the center, the child will be the parent's responsibility and will not be counted in attendance.**

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 driver 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. Children may not arrive earlier than 7:30 AM, and must 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. Please discuss appropriate birthday snacks with your child's teachers and snacks must be "nut-free".

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 through our “continuity of care” model.

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 to ensure that the same “continuity of care” principles still apply.

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 families. Each classroom has subgroups of assigned caregivers/children. The ratios listed below are for indoor and outdoor play. Field trip ratios are guided by ODJFS licensing regulations which states that the state ratio must be maintained on field trips however; an additional adult must be present when there are 5 infants or a combination of server or more toddlers, preschoolers, or school age 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)

Pilots – 16 children, 3-5 years, 2 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/Ipad/Tablet 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. families 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, families, and staff, we realize that from time to time a conflict may occur between families, 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:
 1. Removal of the child from the classroom
 2. Withdrawal of services from the center
 3. Suspension of the staff member until disciplinary steps can be taken
 4. Involvement of the Assistant Dean of the School of Education and Health Sciences

5. Grounds for determining that a resolution is not possible include but are not exclusive of the following:
 - a. any person involved displays inappropriate behavior such as shouting, accusing, name-calling, swearing, or physical assault
 - b. any person involved refuses to follow the prescribed process
 - c. 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 families 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.

Older Infants and Toddlers 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:

1. No cruel, harsh, or corporal punishment, no pinching, punching, shaking, spanking or biting.
2. No discipline technique delegated to another child
3. No physical restraints
4. No child placed in a locked or confined area
5. No child humiliated or subjected to profane language, threats, or derogatory remarks
6. No punishment for failure to eat, sleep, or toilet accidents
7. No discipline that shames, humiliates or frightens
8. No withholding food, rest, or toilet use
9. Separation, when used as discipline, shall be brief and appropriate for the child's age.
10. 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. Enrollment forms need to be updated if the family moves or if phone numbers change.

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:

1. The child's legal guardian
2. Administrator or teaching staff
3. Regulatory authorities upon request

The child's medical statement will be reviewed to see if a vision, dental, hearing, and other pertinent health screenings have been completed. If they have not been, information will be provided to families on the importance of these screenings, and information on where they can have their child(ren) screened.

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 families 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.

Families 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.

Families 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.

Children may have items provided by their families to meet special diet requirements. Special diet requirements are defined as food restrictions and preferences based on religious or cultural reasons as well as food allergies. 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.

Health Screening and Referral Policy

It is our belief that early detection and screening are the best ways to help children be successful later in life. Therefore, each child's medical form will be reviewed to determine if basic health screenings have been completed. If basic screenings have not yet been completed information will be given to the parent on where to have the screenings completed. In every new family enrollment packet information on the importance of screenings and where to have screenings completed is included.

Hours of operation

The center is open week days from 7:30 AM to 6:00 PM.

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.

Immunizations

Families are required to have a "Child Medical Statement for Child Care (JFS01305)" completed by a medical professional before the child can enroll and updated annually thereafter as outlined in the Ohio Department of Job and Family Services Child Care Licensing Rules.

This medical statement lists vaccinations that the child has received as recommended by the Ohio Department of Health. If it is indicated on the statement that a family has refused any of these vaccinations, for reasons other than the child's health is determined to be at risk if one or more vaccines are given, the child will not be able to enroll in the center.

University of Dayton students placed in the Center for employment and lab experiences must have a medical professional complete and sign "Employee Medical Statement for Child Care Centers and Type A Homes (JFS01296)" If it is indicated that the student has not been immunized against measles, mumps, or rubella they will sign and abide by the terms of the University's "Request for Exemption of Immunization Requirement" and understand that if an outbreak should occur, they will be denied access to the Center and therefore the completion of their lab experience may be jeopardized.

Please note that the Center and the University of Dayton will follow decisions, guidelines and policies set forth by the Ohio Department of Health should any conflicts arise with its internal policy statements.

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. 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 229-5378, 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.

Informational 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 families to share concerns of any kind. We provide a systematic process for addressing learning, developmental or behavior issues of any kind. When teachers or families suspect a developmental delay or need you or the teachers can ask for an intervention assistance meeting. Families and the teacher first discuss the concern during a conference and create a plan for intervention, and timeline for expected success.

1. If plan is unsuccessful, families 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 families, staff members, and Director form the initial team.
2. 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.
3. Appropriate progress must be documented within the specified time span or services may be withdrawn if the needs of the child, families 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:

1. Temperature of 100 degrees Fahrenheit when in combination with any other sign of illness. Temperature is taken using the axillary method (underarm).
2. Diarrhea – 3 or more loose stools within a twenty-four hour period (please inform staff of any incidents at home)
3. Severe coughing
4. Difficult or rapid breathing
5. Yellowish eyes or skin
6. Redness of eyes, discharge, matted lashes, burning, itching
7. Untreated infected skin patches, spots or rashes
8. Unusually dark urine or gray or white stool
9. Stiff neck with elevated temperature
10. Evidence of lice, scabies, or other parasitic infestation
11. Sore throat or difficulty swallowing
12. 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 families notified if their condition worsens.

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

Families 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 families 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 that 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 ointment 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.

For food supplements, specifically solids in an infant's bottle, a doctor must complete the Request for Administration of Medication Form and indicate that a food supplement, specifically a solid including cereal, fruits or vegetables, or other supplement should be added to an infant's bottle.

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 families 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 families contacted immediately. In the case of a life-threatening injury or illness, emergency transport is called first, with families 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.

Nut-Free Facility

Due to an increase in children with nut allergies, we are a nut free facility. We ask staff and families not to bring any snacks or food containing nuts into the center. This includes peanuts as well as tree nuts such as almonds, cashews, walnuts, pine nuts (pinoli), etc.

Ohio ECC (Electronic Child Care)

Families who use the Ohio ECC Swipe Card system must sign in/out each day. Even if families have their card with them and check-in and check-out a sign in/sign out record must be noted for each day the child is in attendance. This sign in/sign out sheet is located next to the swipe card machine (POS machine).

Families have all been approved for 25+ hours per week or “full-time”. Based on this number of hours we receive “full-time” payment. Therefore, your child must be in attendance a minimum of 25 hours a week, disregarding illness and times not approved by the county. If there are more than three weeks in a year in which your child is here less than 25 hours /week it could be cause for withdrawal of services.

Families are expected to have their Ohio ECC card with them every day to check their child in and out of the center. However, families who have not checked-in/checked-out for each day of the week (Monday-Friday) will be required to back swipe for that period the following Monday or the next day the child is attendance. If a parent does not have his/her card to “back swipe” the child that Monday or the next day of attendance the child may not remain in attendance at the center until the “back swipe” has taken place.

Families must “check out” their child for times when the child will only be out of the center or a short period of time. For example, doctor’s appointments, dentist appointments, etc. The parent must “check in” their child when they return to the center.

If the POS machine indicates that a child is “denied” the child may not remain in attendance at the center until the reason for the denial has been addressed. If the “denial” is for an unrecorded “check out” a parent must back swipe and check their child out for the missing “check outs.” Once this is completed and the POS machine reads “approved” the child may remain in attendance.

Outdoor Play

Children will play outside daily, if temperatures and conditions are safe. In the winter, children will go outside for short periods of time. Preschool classrooms will go outside when the temperature with the wind chill is 22 degrees (Fahrenheit) or warmer. Infant/toddler classrooms will go outside when the temperature with wind chill is 32 degrees (Fahrenheit) or warmer. In the summer, in the case of extreme heat and humidity, children will play outside for short periods of time. We will monitor the Air Quality Index daily for those children with medical conditions. Water and shade are readily available on the playground and children are monitored continuously. Please provide your child with appropriate clothing during these seasons. Children will need coats, mittens, and hats in the winter months.

Parking

For the safety of the children we ask families 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 members 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 families of the infants who attend the Sunbeam room to drop off and pick up their child who must be carried. It is also for people with limited mobility. There are parking passes for the parents who can park here. If you are a sunbeam parent or have limited mobility, please stop at the front desk and pick one up from Ms. Debbie Poppaw. If you do not have an infant or limited mobility we ask that you please park in the lot and walk your child in. This is out of courtesy for the other families.

Parent Participation

We encourage families to visit, observe, and participate in any and all activities at the center. Visiting family members are also welcome at any time. We ask families to refrain from visiting in the classroom during naptime as to not disturb children that are sleeping. However, families may observe during naptime in the observation booth of their child’s classroom.

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 families indicate where or not they want to make their contact information available to other families. Those families who indicated that they did want their information available are listed on a “parent roster.” Families 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, or credit card. Online tuition payments and recurring payments can be set up through the center’s website. 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. The full tuition amount is due every week regardless of attendance, including absences due to illness.

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.

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 members are cognizant of and monitor children’s outdoor play, providing sufficient water, cooling and shortened periods of play when appropriate.

Records Transfer Policy

Families and guardians may request records be transferred to a new setting at any time as long as the request is made by the parent/guardian and when written consent is given by completing a Records Transfer Consent form.

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 families 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

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

Standard Precautions

1. Surfaces that may come in contact with potentially infectious body fluids are disposable or able to be sanitized.
2. Staff members use techniques that minimize contact of mucous membranes or openings in skin with potentially infectious body fluids to reduce the spread of infectious diseases.
3. Staff members clean up spills of body fluids immediately using detergent then rinsing with water.
4. After cleaning, staff members sanitize nonporous surfaces.
5. Carpets are cleaned by blotting, spot cleaning with a detergent disinfectant, and shampooing (monthly in infant rooms, quarterly in others).

6. Staff members dispose of contaminated materials and diapers in plastic bags with a secure tie and in a closed container.
7. 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.
8. Tables are sanitized prior to and after snacks and lunch.
9. Cots are sanitized weekly, and washed with soap and water quarterly.
10. Children's items such as blankets, pillows, etc, are taken home by the families 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. Families 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 families and teachers to gather information and address concerns.

4. Director reviews handbook and policies with families clarifying issues and answering questions.
5. Child visits classroom with parent.
6. Child attends the center.

Transitioning a child from one 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 families to get their input and address any concerns.
6. Official transition letters are sent to families 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 families and staff will help the child accept and enjoy the transition.
2. Classmates and teachers celebrate the move in an appropriate manner.
3. 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.
4. Should an IEP meeting be part of the process, our teachers participate, providing information and support for the child and the family.

Transitioning to kindergarten

The kindergarten transition process will begin during spring conferences. Parents will receive a packet with information on area schools, important dates, books, activities, and helpful websites. Potential kindergarteners may take a field

trip to a local kindergarten classroom. The child's preschool teacher will complete a transition form that contains information for parents to give to the child's new kindergarten teacher.

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 or delay. We strongly encourage families to sign up for the Bombeck Center's email and text notifications about weather closings or delays. In addition to text and email notifications, information about a University closing or delay will be posted to <http://www.udayton.edu>, Porches and the websites of Dayton area TV stations. Dayton TV stations also will include information at the bottom of their screens and Dayton radio stations will include it in their listings. The Bombeck Center will be closed if the University is closed. If the University is on a delay, the Bombeck Center will open 30 minutes prior to the University. If the University closes early, the Bombeck Center will stay open for one additional hour. 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 families 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. The center also closes two days a year to offer professional development training for staff members. 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 families 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. Families can go online and fill out a pre-enrollment google form which places your child(ren) permanently on the waiting list. We also ask that families update their information on an inquiry google form.

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.

Glossary of 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 families, 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 families. 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, as well as preschoolers 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 and to ensure that healthy attachment relationships are developed between preschoolers and the teachers in their classroom.

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, families 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

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.
 - 4) Children have the right to use materials in order to communicate what they know, understand, wonder about, question, feel and imagine.
 - 5) The environment as the third teacher – the design and use of space encourages encounters, communication, and relationship.
 - 6) 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.
 - 7) 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.
 - 8) The documentation as communication – transcriptions, photographs, and other media documentation of children’s work gives teachers (and families) a way to evaluate their work, while at the same time shows the children that their work is valued.
 - 9) 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 visions.

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 families 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 Vygotsky – Vygotsky 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 provides 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 Health Sciences, 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 senses. 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, documentations, 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 personal, 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

The Bombeck Center complies with Federal Law that states non-exempt employees must be paid for all hours that they work. All employees, exempt and nonexempt must have the prior permission of the director and the approved hours must be 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 the University of Dayton.

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. *Students completing practicum experiences at the Bombeck Center may not work for center families.*

Holidays for Staff

In addition to the accrued vacation days that 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.

Nut-Free Facility

Due to an increase in children with nut allergies, we are a nut free facility. We ask staff and families to not to bring any snacks or food containing nuts into the center. This includes peanuts as well as tree nuts such as almonds, cashews, walnuts, pine nuts (pinoli), etc.

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 30 contact hours of Ohio approved hours in a 2 year period (July 1, 2017-June 30, 2019) current certification in CPR, Communicable Diseases, Child Abuse Prevention, and First Aid.

Performance Assessments

Staff assessment plans are done semi-annually. We use the university's Performance Assessment forms. A teacher observation is also conducted bi-annually and gone over with teachers by the director.

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.

Smoking

There is no smoking permitted on the grounds of the center.

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

Staff Orientation

New staff members spend time going through staff orientation. The schedule of activities takes place so that the new staff person becomes acclimated as they join their new teaching team:

- Module 1: Vision, Mission, Goals
Target Model
Handbook Review
Observations and Reflections
- Module 2: Philosophy
Policies
Curriculum Framework
Observations and Reflections
- Module 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
- 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 of service.

0-5 yrs. = 1 day/mo. 5-15yrs. = 1.25 days/mo. 15 yrs. = 1.5 days/mo..

Submit vacation and sick day requests to the Director.

Staff

Front Office Team

Michelle Donley, Director of Daily Operations

Ann Kelker, Administrative Assistant

Deborah Poppaw, Senior Administrative Secretary

Amy Bartley, Nutrition Specialist

Infant & Toddler Team

Jillian Adams

Rebecca Anderson

Molly Berus

Ljubica (Molly) Illic-Downing

Judi Gaines

Janet Joppy

Paula Klosterman-Pritchard

Lois Lane

Vicki Rohrer

Sandra Shouse

Mary Williams

Preschool Team

Elizabeth Abbott

Tamara Caldwell

Katie Gibson

Murless Harris

Susan Madison

Ellen Padgett

School of Education and Health Sciences

Dr. Shauna Adams, Executive Director, Center for Early Learning

Dr. Connie Bowman, Chair, Department of Teacher Education

Dr. Joni Baldwin, Faculty Consultant

Joy Comingore, Clinical and Curriculum Specialist