



THE OHIO STATE UNIVERSITY

NISONGER CENTER

Dear Families,

Welcome to Nisonger Inclusive Early Childhood Education Center! We are happy that you have chosen to enroll your child in our program. We provide full day childcare services for children age 6 weeks to 5 years. We are proud to offer an inclusive program with children of all abilities learning in a natural classroom setting.

In our unique childcare program your child will have the opportunity to learn and grow. We are dedicated to helping your child achieve his or her potential by using developmentally appropriate evidenced based practices in our classrooms. Our early childhood educators strive to meet every child's individual needs through our safe, play based classroom activities.

You are an important part of our program. We value the unique insight you have regarding your child and look forward to partnering with you to meet your child's needs. We also prioritize supporting you and hope that you will take advantage of the innovative ways our team can help you and your family. We welcome becoming partners with you in supporting your child's growth and development.

Sincerely,

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Table of Contents

Our Beliefs.....	3
Our Objectives.....	4
Our Staff.....	5
Additional members of our team.....	6
Family involvement and participation.....	7
Our program and environment.....	8
Curriculum.....	9
A Typical Day at Our Center.....	12
Infant (6 weeks-18 months).....	12
Toddlers (18 months - 3 years).....	14
Preschool (3-5 years).....	15
Positive Discipline Practices in Early Childhood.....	16
Classroom Management/Discipline.....	17
Classroom Policies.....	18
Nutrition.....	18
Lunches.....	18
Food Preparation.....	19
Older Infants and toddlers.....	19
Preschoolers.....	20
Food Allergies.....	20
Celebrations.....	20
Diapers/wipes and toilet training.....	20
Clothing.....	20
Rest and Nap periods.....	21
Illness.....	21
Medications.....	21
Management of Communicable Diseases.....	22
Enrollment and hours.....	24
Hours and Holidays.....	25
Tuition.....	26
Policies and Procedures.....	28
Signing in and Out.....	28
Attendance and Late Pick ups.....	28
Cancellations and Early Dismissals.....	28
Health Records.....	28
Emergency Procedures.....	28
Family Satisfaction.....	29
Progress Reporting and Secure Mail.....	29
Confidentiality.....	29
Assessments.....	29
Observation Booths.....	30

Phone Calls.....	30
Pick up Authorization.....	30
Pictures.....	30
Visitors.....	30
Parking.....	31
IDEA (Individuals with Disabilities Education Act).....	32
Medicaid Fact Sheet.....	34

Our Beliefs

Mission: To educate all children and empower families through supportive relationships, enriched learning environments and acceptance.

Vision: To support every child in reaching their full potential.

Values: Our values are the commitments made by our team and are reflected in our words and actions. These values include:

- Wonder
- Family-centered
- Joy
- Evidence-based
- Safe Learning Environment
- Learning through Play
- **Hope**

Philosophy: We embrace the unique characteristics of all children as individuals as well as the diversity of their communities. We believe every child is entitled to positive learning experiences in a safe learning environment which will challenge him or her to grow in knowledge and skills. We base our work with children on the awareness of child development theory and research, and we know that children learn best through play. We also believe that children are best understood in the context of family, culture and society. Our program seeks to provide an environment rich in materials and props that support children's interests and foster a delight in learning. Through our activities and interactions we nurture and appreciate each individual child knowing this will contribute to a growing positive self-concept and self-identity.

Research on brain development, shows that positive, supportive relationships are essential during the earliest years of life. We believe that children achieve their fullest potential through caring, stable relationships with teachers; based on trust, respect and positive regard infancy through childhood.

We work in partnership with families, appreciating and supporting the close bonds between children and families. We also recognize that families/guardians are the experts regarding their children.

Our Objectives

The programs and policies of our center have been designed to accomplish the following objectives:

1. To provide an emotionally supportive and nurturing environment for all children in our care.
2. To help each child reach maximum self-expression in the areas of intellect, creativity, self-esteem and self-reliance.
3. To provide an anti-bias, culturally relevant environment for each child that reflects a respect for individual and cultural differences.
4. To create a positive and mutually supportive working relationship with the families of the children in our care.
5. To encourage and promote a self-directed staff who work well together as a team.
6. To promote continual staff development based on self and professional development.

Our Staff

Nisonger Inclusive Early Childhood Education Center Classroom team includes Teachers, Assistant Teachers and Student Teaching Aides working together to provide a secure, nurturing and challenging classroom environment that enhances children's growth and development. The classroom teams establish professional relationships and effective communications with families in order to provide individualized care and education to every child.

Early Childhood Teachers must have a Bachelor's degree in early childhood education or have equivalent education and experience.

Early Childhood Assistant Teachers must have a minimum of one course or 100 hours work experience in early childhood education; an associate degree or higher is preferred.

Student Classroom Aides are Ohio State students who have are interest in early childhood education or related fields.

Our classroom staff is encouraged to pursue additional education in early childhood education and closely related fields. They must complete at least 10 hours of continuing education annually and complete First Aid and CPR training.

Our Administrative Team

The administrative team establishes and maintains the policies, processes and systems that support the mission of the program.

Program Manager has a Master's Degree in early childhood education or equivalent education and experience. Program Manager provides classroom support and supervision and is responsible for a variety of other administrative duties: program enrollment, professional development, facility management, regulatory agency compliance, communications and community relations.

Program Coordinator has a minimum of a Bachelor's Degree in early childhood education or equivalent education and experience. Our Program Coordinator manages all aspects of our Early Intervention programming.

Program Assistant has a minimum of a Bachelor's Degree in early childhood education or equivalent education and experience. The Program Assistant works in collaboration with the Program Manager to maintain all aspects of the center.

Additional Members of Our Team

Early Intervention Staff: We are fortunate to have on our team a multidisciplinary staff which includes: developmental specialists, physical therapists, occupational therapists, speech language pathologists and psychologists. Our Early Intervention Team provides support, coaching to our classroom staff and special programming in our classrooms.

Research Activities: We welcome and encourage research at our center. Families will receive written notification of any research opportunities and must give permission for a child's permission to participate in research.

Volunteers: Volunteers are occasionally able to participate in our program through tightly controlled experience that include specific goals and assignment to a staff mentor/ supervisor and clearance through a thorough background check with the OSU Medical Center University Police Department.

We also support the academic and research activities of The Ohio State University and their organizations.

Family Involvement and Participation

We work in partnership with families, appreciating and supporting the close relationship between children and their families. We strive to work together and be responsive to you and your child's needs. Through regular conversations, notes, email, conferences, parent meetings and ongoing communication is established between staff and families. We also schedule center-wide family gatherings several times a year. If you have particular questions regarding your child or the program, please feel free to contact either of the following individuals:

- Your child's teachers:** Takes care of everything that pertains to the direct care of your child.
- Program Assistant:** Ensures the quality of the early childhood center and its environment. Provides center tours and enrolls new families. Supports staff and families in the absence of the Program Manager.
- Program Coordinator:** Ensures the quality of the Early Intervention and is available to in the absence of the Program Manager and Assistant.
- Program Manager:** Oversees the total operation of Nisonger Inclusive Early Childhood Education Center and Early Intervention Programming. Provides Continuous professional development and training resources for staff.

Families are welcome to visit our center at any time. We encourage you to be actively involved in our program. We are always looking for ways to enrich and improve our program and the families (parents, guardians, grandparents, aunts, uncles, etc.) we serve are our biggest resources. When families give of their time, they become invested in the program and connected to the teachers and administrators. Our goal is to be a supportive extension of the families we serve. If you have any questions, feel free to contact us and we look forward to working with each one of you.

Our Program and Environment

At the Nisonger Inclusive Early Childhood Education Center, we provide learning environments that are child friendly and developmentally appropriate. We focus on implementing fun and interactive play-based activities in the classroom. We are proud of our commitment to educate children with developmental disabilities alongside children who are typically developing with a diverse curriculum providing for physical, social, emotional and intellectual growth. Our classrooms are designed to be orderly and inviting with space for large and small group activities as well as providing individual quiet areas. We also have the use of a large indoor motor room as well as an outdoor playground.

We continually strive to provide high quality care for your child and evaluate our program each year, assessing our strengths and targeting areas for improvement. In our self evaluation we follow the Early Childhood Environmental Rating Scales (ECERS) and the Infant/Toddler Environmental Rating Scales (ITERS) in which all of our classrooms have earned a rating of “good” or better. We assess our program annually using the Program Administration Scale (PAS) which measures early childhood leadership and management. We assess our center climate with the Early Childhood Work Environment Survey (ECWES) annually. This provides us an opportunity for continued growth. Each year we also send home a parent questionnaire for your feedback. We appreciate your continued feedback, praise and suggestions, and see this as a way for parents to directly influence the quality of learning at our program.

Curriculum



The Nisonger Inclusive Early Childhood Education Program utilizes the AEPS Curriculum (Assessment, Evaluation and Programming System for Infants and Children). Trusted for decades by early childhood programs across the country and backed by 40 years of research, AEPS is a comprehensive, reliable assessment system that is used to accurately assess children's current skill levels, target instruction and monitor child progress. The Curriculum supports a developmentally appropriate, content-rich program for children with diverse backgrounds and various skill levels.

AEPS is also aligned with the Ohio Early Learning and Development Standards with objectives that include progressions of development and learning that identify widely held expectations of children of particular ages. This means that when children enter elementary school, their learning has already been focused on the skills that are essential for success with regard to the Common Core State Standards. The highly sensitive AEPS Test accurately measures children's progress in six key developmental areas of child growth and development (social, cognitive, fine motor, gross motor, adaptive and social communication).

Adaptive skills are those self-help skills such as feeding, personal hygiene practices, and undressing/dressing. These are all important skills to learn and establish confidence and independence. Our teachers encourage these skills in dress up areas, having the kids put the clothes on and off while using their imagination during play. There is an abundance of opportunities as well during snack and lunch time for your child to gain experiences with using various utensils.

Cognitive development is our ability to learn and process the information being presented to us. It involves language, imagination, thinking, reasoning, problem solving and memory. It is our cognitive skills that help us take the information we've learned and be able to generalize it to other areas. Our teachers are highly skilled in being able to recognize if there is a breakdown in the processing or understanding of given material and be able to adapt the material or make accommodations/recommendations for your child.

Fine Motor skills are developed through small muscle movements. These movements are learned and practiced over time. Early on the child is developing such skills as reaching, grasping, releasing or turning of the wrist and advance to more complicated movements such as eating with utensils, buttoning shirts, dressing or undressing. Our teachers provide wonderful experiences for students to practice their fine motor skills through the art of puzzles, peg boards, lacing cards, painting, drawing, cutting, stringing beads, and building to help your child achieve successful fine motor practice.

Gross Motor skills are developed through large muscle movements. This includes the whole body, arms, legs, and torso. Gross motor skills help your child gain more body awareness, strength, and control through walking, running, throwing, kicking, lifting, or even riding a bike! Our teachers provide enriching opportunities for your child to run, jump, gallop and skip through the use of our **Spark Gross Motor Curriculum**. Look for them out on the playground or in the Motor Room participating in these fun and interactive games.

Social Communication is a child's ability to communicate with their peers and caregivers. This is an important aspect of a child's language development because the child is able to express one's thoughts, feelings, wants or desires. Our teachers provide an environment full of language and language opportunities. They also provide examples of how to communicate one's thoughts and feelings appropriately, for example teaching a child to say "I want that toy," rather than taking the toy out of another child's hands. These simple words can diffuse a situation and create a positive peer interaction.

Social Development is where your child learns how to play with others, share, take turns, and participate in a variety of activities with peers. They will also learn how to work in a group and get others involved in play. Children learn through others and they are always observing and watching. Therefore, in our classrooms the teachers set positive examples of peer interactions with the children and with fellow staff members. These are important skills for children to learn and practice.

Second Step Social Emotional Curriculum: A research based curriculum supported by music and videos, take-home activities, and stories kids relate to, the developmentally appropriate *Second Step* lessons have helped teachers instill social-emotional skills in their students for over 20 years. Our goal is to have our youngest learners benefit more from school and be better prepared for kindergarten with self-regulation and executive-function skills that help them pay attention, remember directions, and control their behavior

*If any of our therapists see any areas of concern, that are not currently being addressed, with your child they may pursue a more in depth screening or assessment. Parent/Guardian permission will be obtained to conduct the assessment. The results will then be communicated with the parent(s)/guardian if further intervention is needed.

Infant/Toddler teachers implement curriculum by planning a variety of indoor and outdoor play experiences that include sensory, art, fine and gross motor, music, books and large group activities when appropriate. They also plan changes to the classroom environment and routines and schedules to support children's growth and development.

Preschool teachers plan focused large and small group experiences, reading aloud, outdoor experiences in a variety of learning areas, including blocks, dramatic play, toys and games, art, library, sand and water, music and movement, cooking and discovery. Integrated learning

occurs through a focus on topics of interest to the children and where they apply their skills in order to answer questions.

In addition to planned experiences, children have opportunities for abundant play experiences. Through the exploratory and creative activity that young children initiate themselves, their play develops concepts and understanding about the world. Play helps children develop the skills necessary for a successful school experience including a positive approach to learning, self-regulation and effective social skills.

Observation and Assessment

Thoughtful observation and assessment of children helps staff learn more about children's unique qualities, develop individual goals, plan and implement effective curriculum and make referrals as appropriate. Effective teachers observe children, talk with them about their ideas, record interesting things they do and say and document their progress in development and learning. Working together with families, staff is able to create unique environments and experiences to meet the needs of children in their classrooms.

Staff uses several formal developmental screening and assessment tools as well as informal observation and documentation. In keeping with our Center philosophy, children are observed and assessed in their authentic play environments. Information gathered is shared with families informally through conversations and emails as well as biannually during parent/teacher conferences held in January and July of each year. Additional conferences may be scheduled whenever the need is identified by families or teachers.

Enrichment Programming

Once a week our certified therapists will be visiting your child's classroom to provide an enrichment lesson that will focus on their area of expertise. Our therapists include a team of developmental specialists, an occupational therapist, a physical therapist and speech therapists.

- Our Developmental Specialists will be focusing on the needs of the whole child, the needs of the classroom and each child's social-emotional area of the AEPs.
- The Occupational therapist will focus on the adaptive and fine motor areas of the AEPs.
- The Physical therapist will focus on the gross motor areas of the AEPs .
- The Speech therapist will focus on the Social Communication area of the AEPs.

A Typical Day at Our Center

We are required to notify parents of the state required staff/child ratios and maximum group sizes. Because we desire to provide a high level of quality care, we strive to maintain low ratios in our classrooms. Ratios for toddlers and preschoolers may be doubled for 2 hours during nap time as long as all children are resting quietly on their cots and enough staff is available on site to meet the required ratio in the event of an emergency.

We will not exceed the following state required ratios:

- 1:5 or 2:12 Infants (0-12 months)
- 1:6 or 2:12 Infants (12 months - 18 months)
- 1:7 Toddlers (18 months - 30 months)
- 1:8 Toddlers (30 months - 36 months)
- 1:12 Preschoolers (3 years - 4 years)
- 1:14 Preschoolers (4 years until eligible for kindergarten)

We pride ourselves in our lower student/teacher ratios in our program as well as our ratio of children with developmental disabilities to their typical peers. In our classrooms you will see:

- 3:12 Infants (0-18 months) 4 children with early intervention needs to 8 peers
- 3:14 Toddlers (18 months - 3 years) 5 children with early intervention needs to 9 peers
- 3:16 Preschool (3 -5 years) 6 children with early intervention needs to 10 peers

Our daily schedules are flexible enough to provide adaptability when necessary but structured enough to provide predictability for the children. We want them to view our program as a safe and comforting place where they know what to expect and when to expect it. Daily schedules are developed by each classroom within the program's overall guidelines and philosophy. The following are sample daily schedules for each age level.

Typical daily schedule for infants (6weeks - 18 months)

- 7:00- 8:30 Arrival time
- 8:30-9:30 Breakfast, bottle, diaper check/change
- 9:30-10:30 Playtime, social, sensory
- 10:30-11:30 Naptime, diaper check/change
- 11:30-1:00 Lunch
- 1:00-2:30 Large muscle activities to encourage rolling, crawling, sitting and standing
- 2:30-4:00 Naptime, diaper check/change
- 4:00-6:00 Playtime, social, sensory

General Information about the Infant Classroom

Your infant's day is determined by his/her individual needs. 3 full-time staff members care for 12 infants. Each primary caregiver will care for 4 infants. Emphasis is placed on multi-sensory experiences which will encourage your infant to observe and experiment with the world around him/her. Our infant area follows a "no shoes" policy. Your child's teacher will complete a Daily Information Sheet letting you know about your child's day. It will include what was eaten and how much, nap times, potty times/diaper changes and other information regarding what your child did that day.

Sleeping

Your infant will sleep in a crib specifically assigned to him/her. This crib will only be used by your infant and is thoroughly cleaned and sanitized before being reassigned. Cribs are cleaned regularly and all sheets are changed weekly or more often as needed. No items are permitted in your child's cribs, including blankets. A sleep sack may be used if you wish to keep your infant warm while sleeping. Nisonger policy does not allow us to swaddle babies in blankets for sleeping. Your infant may not always conform to your written schedule. Our teachers will respond according to their best judgment of your infant's needs.

Feeding

You will need to provide all of your infant's food. All formula, breast milk and food should be clearly labeled with your infant's name and the date of preparation except for commercially prepared food. Breast milk with the date that the milk was expressed. Food will be refrigerated or otherwise properly stored until used. Unused portions of milk or food remaining in the container from which your infant was fed will be discarded. We suggest that you prepare a small bottle of 1-2 ounces in case your infant is hungry apart from normal feedings. Neither formula or breast milk will be stored for more than 24 hours. All infants are held for bottle feedings or placed in a highchair or infant seat during feeding in keeping with his/her age, needs and abilities. Your primary caregiver will show you where your infant's food is stored.

Diapering

You will need to provide diapers and wipes. Your infant's teacher will let you know when more are needed. Diapers are changed every 2 hours. All staff members are trained in appropriate diaper changing techniques that include thorough hand washing, the use of gloves and the cleaning of the diaper changing area. Soiled clothing will be placed in a plastic bag and stored in your diaper bag to be taken home for laundering.

Typical daily schedule for toddlers (18 months - 3 years)

Toddler classroom schedules are more responsive to the whole group experience, although flexibility for individual needs is still a primary consideration throughout the day.

7:00-8:30	Greet families, developmental activities and experiences
8:30-9:00	Breakfast snack
9:00-11:00	Large motor/outside time, developmental activities and experiences, diapering
11:00-12:00	Group time, music and movement activities, story time
12:00-1:00	Hand washing, diapering, toileting, lunch
1:00-3:00	Nap time, self directed activities as children awaken
3:00-4:00	Hand washing, afternoon snack, large motor/outside, diapering, toileting
4:00-6:00	Developmental activities and experiences, departure

Prior to starting in each classroom, you will be asked to complete a worksheet detailing your child's sleep patterns, feeding instructions, likes and dislikes and any additional information the teachers should know.

In the toddler classes, your child's teacher will complete a Daily Information Sheet letting you know about your child's day. It will include what was eaten and how much, nap times, potty times/diaper changes and other information regarding your child's day.

Diaper changes and potty breaks are taken as needed throughout the day as well as during scheduled times. The teachers will work with you and your child for toilet training when your child begins show signs of readiness.

Blankets and pillows are set home weekly to be laundered.

If a cot becomes soiled, the cot is cleaned and sanitized immediately.

Typical daily schedule for preschool (3 - 5 years)

Preschool classrooms reflect the increasing independence of children and emphasize their social nature. Schedules still offer the flexibility that individual children may need, but are based on group involvement and activity.

7:00-8:30	Greet families, self-directed activities, guided play activities
8:30-9:30	Breakfast snack
9:30-11:30	Developmental activities and experiences. Creative art, fine motor, large motor (indoor and outdoor), dramatic play, science, math, language and group time
11:30-1:00	Hand washing, personal care time (diapering/toileting), lunch
1:00-3:00	Nap time, individual activities as children awaken
3:00-4:00	Hand washing, afternoon snack, personal care, self-directed activities
4:00-6:00	Developmental activities and experiences, departure

Prior to starting in each classroom, you will be asked to complete a worksheet detailing your child's sleep habits, feeding instructions, likes and dislikes and any additional pertinent information.

Blankets and pillows are sent home weekly to be laundered.

If a cot becomes soiled, the cot is cleaned and sanitized immediately.

Positive Discipline Practices in Early Childhood

Appropriate behavior in children is encouraged by staff who model courtesy and respectfulness. With the help from teaching staff, children are supported in practicing non-violent forms of managing conflict or less preferred encounters. In addition, children are able to learn from safe mistakes.

Children are limited when they:

- Infringe on the rights of others
- Endanger themselves or others
- Misuse materials or equipment

Appropriate adult supporting methods:

- Helping children express their needs appropriately
- Involve the child in the outcome; make certain he/she understands the consequences

Consequences may include:

- Including the child in creating the solution
- Communication with an appropriate support person(s)
- Care or repair of space and/or equipment
- Redirection from a situation or space
- Parent Contact
- Referral for behavior support

Classroom Management/Discipline

The center's methods of discipline apply to all persons on the premises and are in compliance with section 5101:2-12-56 of the State Licensing Code as follows:

- There shall be no cruel, harsh or unusual punishment such as, but not limited to, punching, pinching, shaking or biting.
- No discipline technique shall be delegated to any other child.
- No physical restraints shall be used to confine a child. No child shall be placed in a locked room or confined in an enclosed area such as a closet, box or similar cubicle.
- No child shall be humiliated or subjected to profane language, threats, derogatory remarks about himself or his family or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep or for toileting accidents.
- Techniques of discipline shall not humiliate shame or frighten a child. Discipline shall not include withholding food, rest or toilet use.

All staff members receive a copy of the Center's discipline policy for review prior to their first day of employment.

Teachers and parents shall work together to assure that each child's behavior is managed in a positive and caring way. As stated in our philosophy each child is entitled to a positive learning experience in a safe environment.

Classroom Policies

Nutrition

A nutritious morning and afternoon snack and beverage is provided each day for all children except young infants. The Center does not provide lunch for your child. A monthly snack menu is posted in each classroom.

Lunches

We require that all lunches adhere to the Ohio Department of Education's guidelines for a healthy lunch. Your child will be given a serving of milk along with their lunch and we will be requiring that there be a fruit/vegetable provided, grains/bread, and a meat or meat alternate. See the chart below for portion requirements for each food group. If your child's lunch does not meet these requirements a reminder will be sent home. We want to ensure all children are provided a nutritious lunch.

Food Components	Ages 1-2	Ages 3-5
Milk 1 serving, fluid milk	½ cup	¾ cup
Fruit/Vegetable *2 servings equal to juice, fruit and/or vegetable	¼ cup	½ cup
Grains/Bread 1 serving bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	½ slice ½ serving ¼ cup ¼ cup ¼ cup	½ slice ½ serving ⅓ cup ¼ cup ¼ cup
Meat/Meat Alternate 1 serving meat or poultry or fish or Alternate protein products or Cheese or Egg or Cooked dry beans or peas or Peanut or other nut or seed butters or Nuts and/or seeds or Yogurt	1 oz. 1 oz. 1 oz. ½ ¼ cup 2 Tbsp. ½ oz. 4 oz.	1 ½ oz. 1 ½ oz. 1 ½ oz. ¾ ¾ cup 3 Tbsp ¾ oz. 6 oz.

Food Preparation

To avoid choking hazards we ask that you follow the guidelines as stated by The Ohio Department of Education, and prepare your child's lunch accordingly.

Older Infants and Toddlers

To avoid any choking hazards we ask that you bring in food that is Foods for older infants and young toddlers up to 24 months should be cut into one-quarter inch ($\frac{1}{4}$ ") cubes or about the size of a pea. Foods for toddlers over 24 months should be cut into cubes no larger than one-half inch ($\frac{1}{2}$ ").

Foods that need to be cut prior to entering the center:

Hot dogs/sausages	Strawberries
Apples/pears	Grapes
Celery	Meat/Chicken
Beans	Cherries
Melons	Cheese
Cherry/Grape tomatoes	Carrots - cook until softened, then cut

Peanut butter - should be spread thinly on toast or crackers. It will not be served in giant globs.

Small, sticky or hard foods will not be served.

Hard candy-including; skittles, M&Ms	Dried fruits
Nuts	Gum or Gum drops
Popcorn	Gummy candies
Seeds	Chips

Marshmallows and pieces of crusty bread or bagels become gummy in the mouth and get stuck in the throat. These will not be given to babies or toddlers.

Preschoolers (Ages 3-5)

- Prevent choking by shredding or cutting meat into small pieces, no larger than one-half inch ($\frac{1}{2}$ ") cubes.
- Cut cheese into thin slices or small one-half inch ($\frac{1}{2}$ ") pieces
- Round foods like hot dogs and grapes should be cut in half lengthwise so the shape is no longer round.
- Cut cherry tomatoes, grapes and strawberries in half.
- Peanut butter - spread peanut butter thinly on toast, crackers, fruit or vegetables. Do not serve in large globs.
- Hard candy over $\frac{1}{2}$ " in diameter and gum will not be provided to preschoolers in child care.

Food Allergies

We follow USDA and the Department of Early Learning regulations on food we serve for snacks. If your child has any allergies, these must be documented on the Allergy and Food Restrictions form. This information will be posted in your child's classroom. **FOOD BROUGHT TO THE CENTER FOR CLASSROOM PARTIES MUST BE PRE-PACKAGED AND PREPARED IN A REGULARLY INSPECTED COMMERCIAL FACILITY. FOOD ITEMS MADE AT HOME CAN NOT BE SERVED IN THE CLASSROOMS.**

Celebrations

We suggest if you would like to celebrate your child's birthday it can be done with non-food items. Some examples may be bringing in a special book, stickers, etc. For a classroom celebration we will be certain to honor the birthday in the class as well.

Diapers/Wipes and Toilet Training

Families are required to provide diapers and wipes for a child who is in diapers. Staff is required to wash their hands before and after diapering a child, and to clean and disinfect the changing pad after each use. Toilet training is initiated when the child indicates readiness and in consultation with the child's family.

Clothing

It is helpful for children to have clothing that they can get on and off by themselves and that encourages independence. Please keep an extra set of clothes at the Center for accidents and changes in the weather. Please remember to dress appropriately for the weather as we go outside daily weather permitting. Also, we are always busy exploring and sometimes children get very messy at school. Please be mindful of nice clothing worn to school.

Rest and Nap Periods

A scheduled time and quiet area is provided for children to rest and/or nap. Nap time will typically occur after lunch between 1:00 and 3:00 pm. Please send your child to school with a small blanket for their cot. Blankets will be sent home every Friday for cleaning. We must provide a rest period for all children. Children who do not fall asleep will be given an opportunity to participate in quiet activities such as: puzzles, books, pegboards, etc.

Illness

If your child is ill and will not be attending school, the school should be contacted. Should your child develop a contagious illness or acute health problem please notify us as soon as possible.

If your child becomes ill at school, the parent or guardian will be notified and is responsible for picking the child up from school within one hour. If your child has been exposed to a communicable disease at school, the school will notify families with a note in the classroom. All children and adults in the classroom are encouraged to practice good hand washing habits.

Medications

Because the Center does not have a nurse or medical staff, it is important to make every effort to administer medication at home.

At no time is medication to be brought to school in purses, pockets, backpacks, etc. Medication includes all prescription and non-prescription medications, ointments, tablets, etc. This policy is designed to ensure the safety of all children while at school.

We will administer and store prescription medications needed for the child as prescribed by a doctor. Please see the administrative staff for medication forms.

Management of Communicable Diseases

All staff members are required to receive training in communicable disease.

1. The following precautions shall be taken for children suspected of having a communicable disease:
 - a. The teacher will notify the parent or guardian of the child's condition immediately when a child has been observed with signs or symptoms of illness.
 - b. A child with any of the following signs or symptoms of illness shall be isolated immediately and discharged to their parent or guardian:
 - i. Diarrhea (more than one abnormally loose stool within a 24 hour period)
 - ii. Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
 - iii. Difficult or rapid breathing
 - iv. Yellowish skin or eyes
 - v. Conjunctivitis
 - vi. Temperature of 100 degrees Fahrenheit, taken by the auxiliary method, when in combination with other signs of illness
 - vii. Untreated infected skin patch or patches
 - viii. Unusually dark urine and/or gray or white stool
 - ix. Stiff neck
 - x. Evidence of lice, scabies or other parasitic infestation
 - c. A child with any of the following signs or symptoms of illness shall be isolated immediately in the office, away from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. The child, while isolated at the program shall be watched carefully for symptoms listed below:
 - i. Unusual spots or rashes
 - ii. Sore throat or difficulty swallowing
 - iii. Vomiting
 - d. The Center shall follow the Ohio Department of Health Child Day Care Communicable Disease Chart for appropriate management of suspected illnesses.
 - e. A child isolated due to suspected communicable disease shall be:
 - i. Cared for in a room or portion of a room not being used in the program
 - ii. Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised.
 - iii. Made comfortable and provided with a cot. All linens and blankets shall be laundered before being used by another child. After use the cot shall

be disinfected with an appropriate germicidal agent or, if soiled with blood, feces, vomit or other bodily fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent

- iv. Observed carefully for worsening condition; and
 - v. Discharge to parent, guardian or person designated by the parent or guardian as soon as practical.
- f. Depending on the child's illness, a child that has been ill may return to school according to the Ohio Department of Health Child Day Care Standards
- g. The parent of a child may be contacted if the child is experiencing symptoms of being mildly ill if the teacher and the program manager believe it is in the best interest of the child to contact the parents. If the teacher and the program manager believe the child does not feel well enough to stay at school, they may ask the parent to pick up the child from school. However, if the teacher and the program manager believe the child can stay at school, they may offer the choice for the session.
- h. Parents shall be notified when a child in their classroom has been diagnosed with a communicable disease such as pink eye, ringworm, chicken pox or lice. The ECE office staff will prepare a notification letter and attach a handout providing information on signs, symptoms and treatment of the communicable disease that their child may have been exposed to. If the child rides a bus and there is reason for concern that a child has been exposed or children have been exposed to the communicable disease, a letter and handout will go home with this child or the children as well.
- i. **A child is required to stay home for at least 24 hours to rest if the following symptoms are present the morning of school, the previous night or if the child was sent home the previous day:**
- Vomiting and/or diarrhea.
 - Fever >100 degrees.
 - Itchy or reddened eyes with drainage.
 - An unusual rash.
 - A poor night's sleep due to illness, cough, etc.

Enrollment and Hours

Enrollment is available for children between the ages of 6 weeks to 5 years, dependent upon space and availability. The following forms must be completely filled out and turned into the office before your child begins attending the center:

- Child Enrollment Packet
- Initial \$50.00 non-refundable registration fee (waitlist fee may be applied) and weekly tuition fee deposit (will cover last week of tuition fees when withdrawing from the center upon proper notification).
- Parent Contract
- Completed and current Physical Immunization Record (within first 30 days of enrollment).
- Orientation meeting with child's teacher

Please notify the office in writing of any changes we should be aware of (changes of address, phone numbers, an addition or deletion to the authorization pick-up list, etc). In cases of emergency it is critical we have the most current information.

Hours and Holidays

Our program is open Monday through Friday from 7:00 am to 6:00 pm. We are closed on the following Ohio State University observed holidays:

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- The Friday after Thanksgiving
- Christmas Eve
- Christmas Day

Please note two additional days per year are also reserved for all-staff professional development whereas the center will remain closed. Typically we hold the professional development days on President's Day in February and Columbus Day in October. Also, if OSU is closed related to weather or another campus emergency the center will also be closed.

Tuition

- Tuition is charged based on the age group of the child's enrolled classroom. Our weekly tuition rates are as follows:
 - Infant classroom: \$310.00
 - Toddler classroom: \$270.00
 - Preschool classroom: \$250.00
 - Child with IEP in preschool: \$175.00
- If more than one child in a family is enrolled in the program, there will be a sibling discount reduction in tuition by \$20.00 per each additional child enrolled.
- When a child is in transition to an older age group, the new tuition rates are not charged until the child begin full time in the new room.
- A \$25.00 discount is given on all early intervention infant and toddler children's weekly enrollment.

Payments

- Tuition is charged weekly and payments are due on Monday of the current week. Payments can be made weekly, biweekly or monthly, but must always be paid in advance of services.
- Tuition can be paid by check or money order. Cash payments are accepted, but discouraged.
- Full tuition is charged weekly, regardless of program closures or child absences.
- Nonpayment of tuition is cause for termination of services.

Additional Fees

- A \$50.00 non-refundable family registration fee (waitlist fee may be applied) and the cost of one week of tuition deposit are charged when a family enrolls or re-enrolls in the program. The deposit will be applied to the last week's tuition payment if proper notice is given (see termination policy).
- A late payment fee of \$10.00 will be assessed on Tuesday at 6:00pm if tuition payment has not been received.
- If a child has not been picked up by 6:00 pm, families will be charged a late fee of \$1.00 per minute of the late pick up.
- There is a returned check fee of \$30.00.

Withdrawal/Termination from the Program

- Withdrawal requires a four week written notice to the Program Manager.

- Families are billed for services during the 4 week notice period and are responsible for full payment of the account.
- Upon proper withdrawal notification, the initial deposit will be applied to the last week of the child's tuition.

Policies and Procedures

Signing In and Out

State law requires you sign your child in and out of the classroom each day. We have a secured fingerprint system which allows you to sign in and out daily prior to entering the classroom.

Attendance and Late Pick Ups

If your child is ill or will not be attending school, please call the Center as early as possible at 614-685-3191. If you are unable to speak with someone, please leave a message. For your protection, we release children only to those on your authorized list. When a staff member is in familiar with the pick-up person, we will check their identification against the authorized list. In the event that you arrange for someone not on the authorized list to pick up your child, it is essential that you notify us. If an unauthorized person arrives to pick up your child and we have not received verbal or written permission from you, we will not release your child to them. Please call the center if an emergency prevents you from picking up your child before 6:00 pm/ Families arriving after close are expected to pay \$1.00 for every minute after 6:00 pm. The late fee charge can be added to your next tuition payment.

Cancellations and Early Dismissals

The Center is closed for inclement weather when The Ohio State University- main campus is closed. Listen to the following local television stations: ABC, NBC and CBS or local AM radio stations WNCI (920), WCOL (1230), WTVN (610), WBNS (1460) or FM radio station WNCI (97.9) for closings. Nisonger will not be announced, please listen or watch for The Ohio State University-main campus.

Emergency Procedures

An incident report will be completed when an accident or injury occurs or when an incident requires administration of first aid. The parent of the child will receive one copy of this report and the original will be kept in the child's file.

In cases of emergencies involving children or adults, the emergency procedures, as posted in each classroom, will be implemented. All staff are trained in these emergency procedures. The parent or guardian will be notified as promptly as possible.

If the parent or guardian can't be reached to accompany or meet the child at the hospital, every effort will be made to have an adult the child knows and is comfortable with, accompany the child. An incident report will be written and distributed as appropriate.

Health Records

According to State regulations, each child must have an immunization record on file with us verifying that immunizations are up to date. All physicals must be current and up-to-date annually.

Family Satisfaction

It is a priority to us that our parents are fully satisfied by the education and treatment that both they and their children receive at the program. Parents may contact the Program Manager or support staff at any time.

Progress Reporting and Secure Mail

Our teachers work hard to ensure that we provide excellent reporting of child progress. Our teachers may provide informal reporting on child progress to parents through phone calls and email. Please note that any emails which contain identifiable information regarding child progress are sent via The Ohio State University Medical Center's "Secure Mail". We encourage parents to contact us at any time if they have questions regarding their child's progress. If you receive communication by 'Secure Mail' from a teacher, you will have to follow the instructions on the screen. To view the message, follow the instructions to set up a username and pass code. Remember that pass code from then on to view other protected messages.

Confidentiality

We take confidentiality seriously within our program. We abide by the standards set forth through the Health Insurance Portability and Accountability Act (HIPPA) as well as The Ohio Department of Education. All of our employees must complete online HIPPA modules and assessments offered through The Ohio State University Medical Center within the first month of their hire and annually thereafter. Our students are also held accountable for complying with HIPPA procedures. Each team member and student is required to sign a statement of confidentiality before working in the classrooms.

Assessments

We conduct a series of assessments on children enrolled in our program as typical educational planning. University students who are fulfilling trainee requirements and practicum experiences will sometimes conduct assessments with children enrolled in the program.

Observation Booths

Each classroom has an observation room through which parents, students and prospective families may observe the classroom activities at any time.

Phone Calls

The teachers can be reached in their classrooms or through our main line 614-685-3191.

Baby Buckeyes 614-366-1966

Little Buckeyes 614-685-5678

Growing Buckeyes 614-685-5699

Scarlet Scholars 614-685-5741

Gray Pre-K 614-685-5783

Pick Up Authorization

Children will be released ONLY to authorized persons as indicated, in writing, by the child's parent or guardian on the Childcare Release Permission Form in each enrollment packet.

Pictures

Students will be photographed or videotaped for internal programs related to purposes such as documentation, teacher feedback, assessment and parent information. Special written consent is not required for these purposes.

Photographs and video tapings intended for use to develop professional training materials and to increase public awareness of training programs for children with developmental disabilities require a parent's written permission. Interviews and photos or videos intended for publications and/or distributed for news, educational, marketing or publicity purposes also require written consent.

Visitors

All visitors should report to the office in room 175 and sign in at the front desk before entering the classroom and obtain proper identification. Visitors must also sign out at the front desk upon leaving.

Parking

- Parents should park in the four loading zones across the street from Dodd Hall and enter McCampbell Hall at the South entrance during drop off and pick up times. The spaces are limited to 10 minutes. If you park there longer than 10 minutes you may receive a parking ticket.
- Parents may also park out in front of the South entrance of McCampbell Hall. We ask that families give us all the license plate numbers of vehicles that would be used to pick up your child and we will give those numbers to Campus Parc to reference so they do not issue you a ticket. We will also give you a laminated card to place on your dash that displays “Nisonger Family”. In the event you drive a car that has not been registered to Campus Parc please be sure to have a card in the window.
- Please do not park on the corner curve-emergency vehicles cannot turn the corner when cars are parked there.
- Parents may park in the South Cannon garage across the street from Nisonger or the Safe Auto Garage about a block East of the Center. The office staff will give you a visitor’s pass for the garage so you can pay a reduced fee of \$2.00.
- If you are parked illegally or for a prolonged period of time, OSU Traffic and Parking may issue you a ticket.
- You can also visit OSUMC website at <http://www.medicalcenter.osu.edu> for more current information on parking and construction.



Department of
Developmental Disabilities

IDEA (Individuals with Disabilities Education Act, Part C Assessments and Screenings

[Contact your local County Board](#)

In Ohio, the County Board is the primary contact for an individual and their family. The County Board serves two primary functions:

Determining Eligibility: Your County Board will work with you to determine eligibility for services. Eligibility criteria varies by age:

- **Ages 0-2:** the eligibility report completed by or for *Help Me Grow* is used to determine eligibility.
- **Ages 3-5:** Each County Board sets eligibility requirements, which may include the evaluation completed by or for the school district for preschool special education
- **Ages 6+:** Standard assessment tools are used to measure an individual's current functional abilities in life activity areas – mobility, self-care, self-direction, capacity for independent living, learning, and receptive and expressive language skills – for ages 16 and older, the tool also measures economic self-sufficiency. To be eligible for services, an individual must show substantial functional limitations in at least three of these areas. The tools used are the Children's Ohio Eligibility Determination Instrument (COEDI) for children ages 6-15, and the Ohio Eligibility Determination Instrument (OEDI) for individuals ages 16 and older. If you'd like to learn more about these tools, you can review these [documents used to administer the assessments](#).

Service Coordination: Once you are eligible for services, your County Board will link you to needed services and supports. A Services and Support Administrator (SSA) will work with you to develop an Individual Service Plan that outlines what types of supports are needed.

When to contact your local County Board

Contact your local County Board:

- If your child is diagnosed with a developmental disability, or you suspect your child may have a developmental disability.
- If additional support is needed to achieve your/your child's goals.
- If you are moving to a new community and are receiving services, and want to continue receiving services once you move.

Case Management (Service and Support Administration - SSA)

Case management is a process to link individuals and families to needed services and supports provided by local county boards of DODD. It may include any or all of the following supports:

- Information, referral and linkage
- Eligibility determination and assessment
- Individual Service Plan development and revision
- Assistance in provider selection and accessing services
- Coordination and monitoring of services
- Quality assurance of services provided to individuals and families
- Crisis intervention