



FULL TIME PROGRAM FAMILY HANDBOOK 2017 - 2017

The North Broadway Children's Center Family Handbook has been written to communicate the philosophies and policies of the Center. Please read the handbook carefully and use it as a reference should questions arise. Once you have enrolled your child in the Center, it is understood that you agree to abide by the policies as stated in the handbook. If you have questions, suggestions or concerns please call the office at (614)262-6222.



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OPEN DOOR POLICY

You are always welcome to visit your child's classroom! We encourage parents in all of our programs to come spend time with us- play during choice time, dig in the sand box, share lunch, or bring your own special talents to share. Teachers want to include your family in our program. For parents who may want to observe their child from outside the classroom, observation windows are available in some rooms.

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MISSION STATEMENT

North Broadway Children's Center (NBCC) is a non-profit organization that provides high-quality early childhood education and developmental support to children, families, and our community.

OUR EDUCATIONAL PHILOSOPHY

The principles that govern all the policies of North Broadway Children's Center are contained within our statement of philosophy. We believe NBCC fosters high-quality education through collaboration among children, families and teachers.

We believe children

- Are capable and competent learners
- Should be respected as individuals and celebrated for their diversity
- Have a natural curiosity for learning
- Have a right to a nurturing environment with appropriate opportunities to seek new and varied experiences and challenges
- Have a right to an environment and experiences that positively support the critical development that occurs in the early years of life

We believe families

- Are children's first teachers
- Hold incredible knowledge about their particular children
- Are critical partners in children's development who deserve frequent communication
- Are free to and encouraged to visit their child's classroom at any time
- Should be respected and celebrated for their diversity

We believe teachers

- Are knowledgeable, committed professionals
- Deserve high-quality professional development and support
- Are partners with families in support of children's growth and development, providing frequent information and resources
- Support each other in their professional goals
- Are meaningful and intentional in their work with children and families

Hence, the environment and the curriculum at NBCC

- Are developmentally-appropriate, which means the teaching and environmental choices are grounded in research on how young children develop and learn and in what is known about effective early education practices. Practices are flexible to allow for differences among children in skills, interests, and characteristics
- Are play-based, child-centered, and teacher-facilitated, intentional and meaningful
- Embrace and build off the diversity that children, teachers and families bring to the center environment
- Are safe and nurturing, with appropriate challenge
- Focus on the whole child and all aspects of their development
- Focus on helping children become good citizens and developing skills to function well in a democratic society
- Lay the foundations for later success and love of lifelong learning
- Respects and embraces our partnership with NBUMC; where we jointly work together on the mission of providing high-quality education to the local community

NON-DISCRIMINATION STATEMENT

North Broadway Children's Center is committed to offering high quality child care and education to all children and families, regardless of race, faith, creed, national origin, economic status, disability, or family composition.

ORGANIZATION

The North Broadway Children's Center (NBCC) was started in 1954, and is an outreach ministry of the North Broadway United Methodist Church (NBUMC). The Children's Center programs arise from a common desire for excellence in meeting the needs of children and their families.

NBCC BOARD OF DIRECTORS

North Broadway Children's Center is a non-profit corporation and the Board of Directors is the governing board for the center. The Board of Directors is composed of interested persons from the center, church and community- Board members include parents of NBCC children, the NBCC Director, an NBCC staff representative, the Senior Pastor of the church, NBUMC congregation members, and community members.

As the governing board for NBCC, the Board of Directors provides support to the administration of the Children's Center in order to better meet the needs of the population it serves. The responsibilities of the board include approving the annual budget, setting tuition and salaries, assisting with annual goals, discussing issues relevant to the center, and voting or setting policies as needed. Board of Directors members are expected to attend monthly meetings, act as liaisons for others in the Children's Center community, and advise the Children's Center administration as needed. The monthly meetings are open to the public. Executive sessions of board officers are confidential and not open to the public. Anyone may have an item placed on the agenda by contacting the Children's Center Director or the Board Chairperson. NBCC parents are welcome to attend Board of Directors meetings. A complete copy of the NBCC Code of Regulations is available in the office.

LICENSING

North Broadway Children's Center is licensed by the State of Ohio (Ohio Department of Job and Family Services- ODJFS) and exceeds the state's standards and regulations set forth for child care facilities and preschools. These regulations and standards are available to all parents; please ask in the Center office. Any suspected violation by the Center may be reported to the Department of Job and Family Services. See our ODJFS license in the hallway, or the ODJFS website for contact information. Inspection reports from the Department of Health, the Columbus Fire Department and the City Building Regulations Division are available from the Ohio Department of Job and Family Services. NBCC's Child Care License is located on the wall across from the office. Inspection reports from the ODJFS Child Care licensing division are available for viewing in a binder located by the parent bulletin board outside the office.

NAEYC ACCREDITATION

North Broadway Children's Center has been accredited by the National Association for the Education of Young Children (NAEYC) since 1986. To participate in the accreditation process, our program voluntarily undergoes an on-going comprehensive process of internal self-study. It is a thorough self-study program that evaluates all aspects of our programs. NAEYC accreditation criteria reflect the high quality programming that we strive to provide for the children, families and staff every day, and help to guide the curriculum and everyday life of the children and teachers at NBCC. NAEYC accreditation criteria surpass the state licensing criteria, for example NAEYC requires lower staff to child ratios. The NAEYC criteria are divided up into ten standards that define what NAEYC believes every early childhood education program should be.

The NAEYC standards include:

- Teacher/Child Relationships
- Curriculum
- Teaching
- Assessment of Child Progress
- Health
- Teachers
- Families
- Community Relationships
- Physical Environment
- Leadership & Management

Every five years we complete the re-accreditation process which includes our staff self-study, family questionnaires, and a representative from the NAEYC coming to review our programs to verify compliance with the criteria for high quality early childhood programs. In addition, we must submit an annual report to NAEYC reflecting how we are meeting, or exceeding the NAEYC criteria.

Our accreditation certificate is located on the wall across from the office. If you have any questions regarding the accreditation process and/or criteria, please talk to your child's teacher or the Director or Assistant Director.

STEP UP TO QUALITY

NBCC has been part of the Step Up To Quality program since we started in the pilot program in 2004. Step Up To Quality is a voluntary quality rating system for the State of Ohio that recognizes and promotes early care and education programs that meet quality benchmarks over and above minimum state licensing standards. The steps are based on national research identifying the key benchmarks that lead to improved outcomes for children. These benchmarks include low child to staff ratios, classroom group size, accreditation, staff education, specialized training, improved workplace characteristics, and early childhood learning standards. We are assessed annually by a representative from ODJFS, specializing in Step Up To Quality.

The Step Up To Quality standards are divided into 4 areas, or domains. These domains are then divided up into sub-domains, and the specific program standards for each sub-domain is explained in each section. The four domains (with their sub domains) are:

- Learning and Development
 - Curriculum & Planning
 - Child Screening & Assessment
 - Interactions & Environment
- Administrative & Leadership
 - Staff Supports
 - Program Administration
 - Staff Management
- Staff Qualifications & Professional Development
 - Staff Education
 - Professional Development
- Family & Community Partnerships
 - Transitions
 - Communication & Engagement

RELATIONSHIP STATEMENT

Between

North Broadway United Methodist Church

and

North Broadway Children's Center

Introduction

The North Broadway Children's Center has for more than 50 years been an outreach ministry of the North Broadway United Methodist Church. The mission of the Children's Center is to provide high quality early childhood care and education to all children who may benefit from the program, regardless of race, faith, creed, national origin, economic status, disability or family composition, and for decades it has been one of the most significant local ministries of the Church, serving more than 200 children each year from the Church premises.

North Broadway United Methodist Church supports the Children's Center in order that the highest quality early childhood education can be accessible and affordable to the community. The Church brings to the Children's Center the core United Methodist values. The relationship between the Church and the Center includes mutual support for the missions of the Center and the Church. The Center's operation shall support the Church in intentionally inviting the community into full participation in the ministry and mission of North Broadway Church. The Church and the Children's Center celebrate this long-standing and mutually valuable relationship.

Our Core Values are Common Ground

North Broadway Children's Center remains steadfast in its commitment to provide an inclusive and welcoming environment for all children, and their families, within the community. The Center's philosophy shares many of the core values that serve as the foundation for the United Methodist Church and, more specifically, North Broadway United Methodist Church.

The Church participates actively in respectful dialogue and community with people of other religious traditions.

The Center believes in the dignity and worth of each child, therefore, we provide a loving, respectful, play-based environment that nurtures the body, mind and spirit of each child.

The Church affirms all persons as equally valuable in the sight of God. And, therefore, works toward societies in which each person's value is recognized, maintained and strengthened. Rights of children: "...Children have the rights to food, shelter, clothing, health care, and emotional well-being...and these rights we affirm as theirs regardless of actions or inactions of their parents or guardians. In particular, children must be protected from economic, physical, emotional and sexual exploitation and abuse."

The Center believes in the dignity and worth of each family, therefore, we strive to support and complement the family as we nurture the healthy development of each child.

The Church believes the family to be the basic human community through which persons are nurtured and sustained in mutual love, responsibility, respect, and fidelity...We also understand the family as encompassing a wider range of options than that of two-generation unit of parents and children...We affirm shared responsibility for parenting by men and women.

The Center believes in the dignity and worth of each teacher, therefore, we nurture each capable and caring teacher with appropriate financial and professional support.

The Church supports the development of school systems, and innovative methods of education designed to assist every child toward complete fulfillment as an individual person of worth.

The Center believes in the connectedness of our lives, therefore, we nurture relationships within our center, our church and our community.

The Church supports social climates in which human communities are maintained and strengthened for the sake of all persons and their growth.

Purpose

This Relationship Statement sets forth elements of an enduring partnership committed to making an important difference in the lives of children. This Statement records the parties' understanding, not only of their heritage but of their mutual commitments to a common mission and their future relationship.

Communications

The Church and the Children's Center will maintain ongoing communication, with the primary communication contact for the Church being the Senior Pastor, or designee, and for the Children's Center being the Center Director, or designee.

In addition, the NBCC Director and the NBUMC Senior Pastor will meet regularly to ensure open communication about the center and church relationship.

Structural Links and Representation

The Children's Center and North Broadway Church are both Ohio tax-exempt nonprofit corporations, governed and financed separately. However, because of their strong connections and shared mission, the Children's Center is committed to a significant representation of the Church on its governing board. The governing documents of the Children's Center provide that three North Broadway Church representatives, to be named by the Church, shall serve on the Center Board of Directors along with the North Broadway senior pastor or a designee.

The Center will provide a written report regarding center activities, programming and financial matters to the Administrative Board annually. In the same spirit of cooperation and partnership, the Church Administrative Board will provide upon the request of the Center, any relevant business and/or program records. The Center Director, or designee, will meet periodically with the Administrative Board. The NBCC Director will attend NBUMC staff meetings as requested by the Senior Pastor.

The Senior Pastor of NBUMC, or designee, will be on the NBCC Board of Director's Center Director Hiring Committee, along with other representatives of the NBCC Board of Directors, when it is convened to hire a new NBCC Director. (See the North Broadway Children's Center Code of Regulations for additional information.)

Financial Considerations

While North Broadway Church and the Children's Center are independent organizations, the Children's Center receives important contributions from the Church including office and teaching space, the use of kitchen equipment, structural fixtures, maintenance, limited custodial services, and other indirect financial support. The Children's Center has determined to provide a financial contribution to the Church. The amount and pattern of the financial contribution will be reviewed annually and mutually agreed to, and will be a matter of continuing discussion between the Children's Center and the Church.

Insurance

Insurance covering both persons and property is a critical element of protection for the ministry and mission for both the Church and the Center. Insurance is complicated by their sharing of physical space in different proportions of time and use. The parties agree that they will maintain appropriate insurance coverage for their needs, and they will share copies of their current insurance policies, binders and related insurance data in order to assess coverage requirements and assure appropriate coverage.

Space

The use of the Church's space by the Center will also be a matter of continued discussion, the purpose is to determine whether the needs of the Church's and Center's educational and children's programs are being met as they require.

Relationship Review

The Children's Center and North Broadway Church reaffirm their commitment to each other and to the importance of the Children's Center mission. This Relationship Statement will be reviewed not less than every two years by the Children's Center and the Church as part of the ongoing communication and cooperation between them. Any change in this statement requires the approval of the governing boards of both. Each attachment will be reviewed by the Children's Center and North Broadway Church annually and mutually agreed to. The Relationship Statement shall continue until either party, upon a year's notification, indicates the desire to terminate the relationship.

An important aspect of the relationship between NBCC and NBUMC is the opportunity to create times for the families and staff of NBCC to form relationships with the congregation and staff of NBUMC. Each organization is stronger for the positive relationships they create. Opportunities for relationship building should be reviewed and updated at least every two years as this Relationship Statement is reviewed.

ENROLLMENT INFORMATION

REGISTRATION

In order to register your child for any full time program, you must complete an application form and return it to the Center with a non-refundable \$50 registration fee. Once your child is enrolled, we immediately begin preparations for their first day. It is important to us that you and your child feel welcome.

- **Registration priority for full time programs:**
 1. Children transitioning within the center, i.e.: an infant moving up to a toddler room
 2. Children of NBCC staff members
 3. Siblings of children currently enrolled
 4. Children currently enrolled in a part time program
 5. NBCC Alumni
 6. Children of NBUMC members
 7. Open to the public

FORMS

The following forms are due 2 weeks prior to your child's first day of attendance:

- Child Enrollment and Health Information
 - Parent Authorizations
 - Family and Child Profile
 - NBCC Emergency Medical Information (blue card)
 - Child Medical/Health Care Plan (if applicable)
 - Child Medical Statement (due within 30 days of enrollment)
 - Authorized Pick Up List
 - Family and Child Profile
 - CACFP Enrollment Form
- The Medical Statement, signed by a physician, is due within 30 days of your child's first day of attendance, and must be redone every 13 months.

- The Child Enrollment and Health Information form must be redone annually.
- Children’s medical information will be kept confidential in the director’s office. Parents and legal guardians will have access at any time. Administrators and office filing staff will have access for administrative reasons. The child’s current teacher will have access if relevant to a classroom concern. Regulatory authorities, such as ODJFS and Ohio Dept. of Health, will have access upon request.
- **For children with special health care needs requiring medication-**
 - ***We must have all the necessary medication at the center and the required paperwork completely filled out before your child can start.***
 - *The Child Medical/Health Care Plan must be completed annually for any children who have allergies or other special health care needs, and must be filled out and turned into the office prior to your child’s first day.*
 - *Any medication or items necessary for your child’s health care needs must be given to the classroom teachers on your child’s first day. If medication is provided, a medication form must also be filled out and given to the teacher.*

* If your child is moving to a new location, and you need a copy of their records, you can stop by the office and we will be happy to give you a copy of anything you need. If the new school requests your child’s records, we will ask that you sign a consent form giving us permission to release their records. You can get a copy of the consent form in the office.

DEPOSIT

A deposit is due prior to, but no later than, your child’s first day in the Center. We ask that the deposit be paid prior to your child’s first day if possible. (See attached fee schedule for deposit amount). If necessary, the deposit can be broken up into 2 – 3 payments. See the Director or Financial Manager for more information. When a **30-day written notice of withdrawal** is given, the deposit will be refunded to you or credited to the last month of tuition.

TUITION

The Children’s Center tuition is set by the NBCC Board of Directors. (See attached fee schedule). Tuition is payable in advance, on the 1st of each month. Tuition may also be paid bi-monthly- the first payment is due on the 1st of the month, and the second payment is due on the 15th of the month. If you chose the bi-monthly payment plan, please stop by the office to pick up a form, and turn it into our Financial Manager.

There are 3 ways to make tuition payments- ACH, checks and cash:

- **ACH-** automatically debits your bank account for the tuition. ACH payments may be made monthly or bi-monthly. There is no charge to use ACH tuition payments. ACH payments are debited from participating family accounts on the 5th of each month (and on the 5th and 20th for bi-monthly payments). If you are interested in ACH, or have any questions, please stop by the office to pick up an ACH Authorization form and/or talk to our Financial Manager.
- **Checks-** Checks should be made payable to North Broadway Children’s Center, or NBCC. Please write your child’s name in the memo line on the check. Checks can be placed in the tuition box located just outside the office or mailed to the Center.
- **Cash-** If you would prefer to pay with cash, please ask for a receipt at the office.
- Tuition account statements are made available upon request and at the end of the year for tax purposes. For your tax purposes our federal tax ID# is 31-0823799. If you need a monthly statement for flexible spending accounts, or any other reason, please contact our Financial Manager.

PARTIAL MONTH / PRORATED TUITION

If your child attends the center for a partial month, for example: if they start or leave the center, or transition into a new classroom, in the middle of the month, we will prorate the monthly tuition for you. When prorating tuition, we use a daily rate based on the number of school days that month to calculate the tuition for the month. See financial manager or director for the daily rates for the 2016 – 17 school year.

DISCOUNTS

Should you enroll two or more children in our full time program, you will receive a 10% discount on the lowest monthly tuition. Unfortunately, due to the high cost of providing quality infant care, discounts cannot apply to the infant room.

ABSENCES

When your child is absent due to vacation, illness or other circumstances, tuition must be paid in order to guarantee continued enrollment for your child. Please inform your child's teacher or the office if your child will be absent due to illness or for other reasons.

AGREEMENT

A written agreement made between you and NBCC will be signed annually, or upon a change in tuition. Hours and days of attendance, monthly tuition and the rights and responsibilities of the Center and parents are included in the agreement. See the last page of this handbook for the agreement.

SCHOLARSHIPS AND FINANCIAL AID

The B. J. Heck Scholarship Fund was created in memory of B. J. Heck- who was an NBCC teacher for 30 years. B. J. truly believed in the programs of NBCC. Her family created a scholarship fund to support NBCC families in need. NBCC may use the interest from the account principle to grant scholarships when needed. The amount of money the center has to award depends on the amount of principle and how much interest is generated.

Scholarship applications are made available to full time childcare families as needed, providing there is enough interest generated, and awards are made based upon need.

- If you are interested in donating to the B. J. Heck Scholarship Fund, please contact the Director.

NBCC is also a Title XX provider. Please contact the Director for more information.

SUMMER HOLDING FEE

If you would like to keep your child home with you for the summer months, and would like them to return in the fall, you may hold your child's spot (based on availability) by paying a holding fee of \$400. Please contact the Director to check on availability and for more information. The summer holding fee covers the months of June-August. The children must take off starting in the first two weeks of June, and may return the Tuesday after Labor Day, providing we have an opening at that time.

WITHDRAWAL

Please submit a **30-day written notice** when you plan to withdraw your child from the Center. Teachers need time to help children become comfortable with the transition and the Center needs time to fulfill enrollment obligations. We

appreciate your consideration; please stop by the office to pick up a withdrawal form that includes a brief evaluation of our Center, or you may download the withdrawal form from our website.

- **Failure to give a 30-day written notice of withdrawal will result in the forfeiture of your deposit.**

LATE PAYMENT POLICY

Monthly tuition-

All tuition/fees are due on the 1st of the month (Fees include- tuition, late pick up fees, late payment fees, supply fees, etc.). A \$25 late fee will be charged to accounts not paid in full by the 5th of each month. Any balance due may be subject to a late fee.

- If tuition/fees are not paid by the 20th of the month, a written payment plan must be made with the Financial Manager or Director, and agreed upon no later than the 25th of the month. When a payment plan is made, it must be followed as agreed.
- After a payment plan is agreed upon, tuition in full or a payment agreed upon in the payment plan must be made by the end of the month, or childcare will be suspended for up to 5 business days.
 - During the suspension, the child will not be eligible to attend NBCC until payment in full, or the amount agreed upon in the payment plan is made.
 - Tuition will continue to accrue during the suspension days.
 - If payment in full, or the payment agreed upon in the payment plan, is not made within the 5 days of suspension, child care will be permanently terminated. Payment in full is still required.
 - If an agreed upon payment is missed, childcare will be suspended for up to 5 business days. (See above for policy regarding suspension).
- If tuition/fees are not paid on time and there is no response, or a payment plan is not agreed upon, by the 25th of the month, child care will be terminated at the end of the month. Payment in full is still required.
- Balances left unpaid at a child's withdrawal will be reported to the credit bureau.

Bi-monthly payments-

Families may choose to pay tuition bi-monthly. If you are interested, please fill out a form in the office to sign up for bi-monthly tuition payments.

For bi-monthly payments, tuition/fees are due on the 1st and 15th of the month. (Fees include- tuition, late pick up fees, late payment fees, supply fees, etc.). \$25 late fees will be charged to accounts not paid after the 5th and 20th of the month. Any balance due may be subject to a late fee.

- If tuition/fees are not paid by the 20th of the month, a written payment plan must be made with the Financial Manager or Director, and agreed upon no later than the 25th of the month. When a payment plan is made, it must be followed as agreed.
- After a payment plan is agreed upon, tuition in full or a payment agreed upon in the payment plan must be made by the end of the month, or childcare will be suspended for up to 5 business days.
 - During the suspension, the child will not be eligible to attend NBCC until payment in full, or the amount agreed upon in the payment plan is made.
 - Tuition will continue to accrue during the suspension days.
 - If payment in full, or the payment agreed upon in the payment plan, is not made within the 5 days of suspension, child care will be permanently terminated. Payment in full is still required.

- If an agreed upon payment is missed, childcare will be suspended for up to 5 business days. (See above for policy regarding suspension).
- If tuition/fees are not paid on time and there is no response, or a payment plan is not agreed upon, by the 25th of the month, child care will be terminated at the end of the month. Payment in full is still required.
- Balances left unpaid at a child's withdrawal will be reported to the credit bureau.

CUSTODY AGREEMENTS

Any residential parent or guardian of a child enrolled in NBCC shall be permitted unlimited access to the center during hours of operation for the purposes of contacting their child, or evaluating the care or premises. A non-residential parent shall be permitted unlimited access to the center and be afforded the same rights as the residential parent unless there is court documentation limiting access and conditions of the non-residential parent. Upon entering the center, the parent or guardian shall notify the administrator or designee of their presence.

BOTH PARENTS RIGHT TO PICK UP

Under the laws of the state of Ohio, both parents may have the right to pick up their child, unless a court document restricts that right. The enrolling parent, who chooses not to include the child's other parent on the authorized pick-up list, must file an official court document (e.g., current restraining order, sole custody decree, divorce decree stating sole custody). Absent that document, the center may release the child to either parent, provided that parent documents his paternity/her maternity of the child.

SECURITY

NBCC has a door lock system on the front doors of the center and the church. A security key card is required to unlock the doors upon entry. You can get a key card from the office.

If you lose your key card, you must inform the office immediately so that we can deactivate the card. A non-refundable lost card fee of \$20 is required to obtain a new key card.

Please help us maintain the security of the center by being aware when you enter and leave the center. Please do not hold the door for anyone you do not know. If you have questions, or need help, please see someone in the office.

PARENT ROSTERS

Rosters of parents of enrolled children are available upon request from the office. Rosters do not include contact information of those parents who request not to be included.

ARRIVAL AND DEPARTURE

HOURS

NBCC's full time program is open 6:30am-6:00pm, Monday through Friday. (See scheduled center closings under the "Closings" heading.)

ARRIVAL

The Center opens each weekday at 6:30 a.m. Because your child's safety is of utmost importance to us, **all children must be escorted to and from their rooms by an adult.** You and your child may have a more positive transition if you allow

time in the morning to help your child get settled in the room.

DEPARTURE

Children in the full time program must be picked up by 6:00pm. Our teachers are not paid past 6:00pm, so we ask that if you need to talk to the teacher at the end of the day, you arrive early enough to ensure you will have time to talk, with the understanding that there are other parents picking up as well. If you need to have a more in-depth conversation, we suggest that you set up a time to call or have a conference.

Also, please allow enough time for your child to finish activities, clean up and say goodbye to friends, this will make for a much easier and positive transition.

- Because your child's safety is of utmost importance to us, please ***be sure a teacher knows when you are leaving with your child.*** So that we can help your child feel safe and secure, please notify us if you will be late.

LATE PICK-UP FEES

We understand how difficult families' schedules can be and that occasionally you may be unavoidably late to pick up your child. However, our teachers are scheduled to work only until 6:00pm. For this reason, we assess a late fee for every minute your child remains in our care past 6:00pm. (Late fees are charged per child.)

- 1st occurrence- \$1.00 per minute past 6:00pm
- 2nd occurrence- \$2.00 per minute past 6:00pm
- 3rd occurrence- \$3.00 per minute past 6:00pm
- 4th occurrence- \$4.00 per minute past 6:00pm
- 5th and subsequent occurrences- \$5.00 per minute past 6:00pm

Occurrences of late pick-ups are counted annually according to our fiscal year (September 1st – August 31st). Because quality care for children and proper compensation for teachers are important to us, failure to pay late fees or repeated late pick-ups may result in the termination of a family's contract with the Center.

LATE PICK UP POLICY

If a child is not picked up by 6:05pm, staff will call the family contact numbers. If we are unable to contact the child's family, we will call the emergency contact numbers we have on file. If staff have called all the emergency contact numbers on file, and have been unable to contact anyone, staff will call Children's Services at 6:30pm.

PICK-UP LIST

To ensure the safety of the children in our care, you must complete an "Authorized Pick-Up List" which lists those persons who are authorized by you to pick up your child. Copies of this list are kept in the office and in the classroom to ensure that no child shall be released to an unauthorized individual or another juvenile. An individual must be at least 16 years old to be an authorized "pick up person". If it becomes necessary for a person not listed on your pick-up list to pick up your child, you must call the office to make special arrangements. In cases when authorized people other than parents arrive to pick up a child, office staff or teachers will ask the person for photo identification. NBCC reserves the right to refuse release of a child without appropriate authorization.

SIBLINGS

If you bring a sibling into a classroom to pick up your child, please make sure that they wash their hands upon entering the room. Also, siblings must remain with their parent at all times, the classroom teacher is not responsible for supervision of siblings.

BABY-SITTING BY STAFF AFTER HOURS

North Broadway Children's Center does not encourage employees to babysit for any family whose child is in the immediate care, or may be in the immediate care in the future, of the employee. Further, staff members cannot be identified as an emergency contact for any enrolled child.

NBCC families who hire staff members for childcare outside of NBCC hours should know that NBCC has no oversight, governance, or responsibility for that practice or the staff member's performance, conduct, or behavior.

CLOSINGS

HOLIDAYS

The following holidays will be observed and the Center will be closed:

Labor Day
Thanksgiving and the Friday after
Christmas Day and one or two additional days- *see below*
New Year's Day
Martin Luther King Jr. Day
President's Day (for Inservice)
Memorial Day
Fourth of July

Christmas Holiday Closings

- When Christmas falls on Tuesday, we will be closed Monday, Tuesday, & Wednesday- Dec. 24, 25, & 26
- When Christmas falls on Wednesday, we will be closed Wednesday, Thursday & Friday- Dec. 25, 26, & 27
- When Christmas falls on Thursday, we will be closed Wednesday, Thursday & Friday- Dec. 24, 25, & 26

- When Christmas falls on Monday- we will be closed Monday & Tuesday- Dec. 25 & 26
- When Christmas falls on Friday- we will be closed Thursday & Friday- Dec. 24 & 25
- When Christmas falls on Saturday- we will be closed Friday & Monday- Dec. 24 & 27
- When Christmas falls on Sunday- we will be closed Monday & Tuesday- Dec. 26 & 27

****NBCC closes at 4:00 p.m. the Wednesday before Thanksgiving, on Christmas Eve and on New Year's Eve.***

INSERVICE

Because quality programming is very important to us, we close the center for staff inservice 5 days each year. ***We are closed for inservice the three days prior to Labor Day, as well as on President's Day in February.*** In addition, the ***Center also closes on one Friday in the spring for staff to attend the Ohio Early Care and Education Conference.*** These scheduled closings are listed on the center calendar, are printed in the newsletter and are posted on the parent information boards.

EMERGENCY CLOSINGS

Our Center may close when heat, electricity, water, or phone service is not available. This decision will be made on a case by case basis at the discretion of the Director and may be based on one or more of the following criteria: time of day, weather, information received from authorities, etc.

If an emergency should arise after children have already arrived, we will call you to inform you about what is happening and if you will need to pick up your child. ***It is essential that we have accurate telephone numbers for you and your emergency contacts.*** Please inform the office if any contact information has changed.

POWER OUTAGES

1. If there is no electricity at the time the center opens (6:30am), we will stay closed until the power is restored. If the power is not restored by 10:00am, we will close for the day. Children may not be dropped off until we know if the power is going to be restored.
2. If the center does have electricity at opening, but it goes off in the morning before 10:00am, we will wait until 10:00am*, if the power is not restored, we will close for the day. If children had been dropped off prior to the power going out, they will have to be picked up within one hour.

**The decision may be made to close before 10:00am at the discretion of the Director, and will be based on the current situation and such factors as- the current weather conditions and temperature, the forecast, and any other relevant information.*

3. If the electricity goes out after 10:00am, we will wait one hour, if the power is not restored, we will close for the day and children will need to be picked up within one hour.

*****Any time the power is out, children may not be dropped off until we know if the power will be restored.***

SNOW CLOSINGS

NBCC will close in the case of a Level-2 Snow Emergency for Franklin County. If it is a Level-2 at 6:00am, the center will not open and will be closed for the day. If a Level-2 Snow Emergency is declared during the day, the center will close immediately.

In the case of a Level-1 Snow Emergency- If there is a Level-1 in the morning, or if a Level-1 is declared during the day, the Director will have the discretion to make the decision on whether to close the center. The decision to close will be based on several factors including- the current weather conditions, road conditions, forecast, and any other relevant information. If a Level-1 is declared in the morning, and the center decides to open, the decision to close may still be made later in the day due to any changes in the above factors.

- ***For all emergency and snow closings, families must pick up their children within one hour of notification of the center closing.***

****Tuition is not reduced when the Center is closed for holidays, inservice days, snow days, or emergency closings.***

ONE CALL NOW

One Call Now is a notification system that NBCC uses to notify families if we are going to be closed on a day we would typically be open- for example, if we would need to close due to inclement weather.

- If NBCC would close *prior to opening* for the day, we will send families a message through the One Call Now system only to inform you of the center closure.
- If we were to close *after opening* for the day, we will send out a message through One Call Now to inform families that we will be closing early; in addition, the staff will call families to ensure that you have received the message to pick up your child early.

Families should submit phone numbers and email addresses where you would like the message to be sent, you can have up to 6 phone numbers and 4 emails addresses on the system.

NORTH BROADWAY CHILDREN’S CENTER: LIVING OUR LEARNING

What is the profile of an active, confident and effective learner?

1. She is persistent, even when tasks are challenging.
2. He engages in focused participation by actively attending to and participating in play
3. She makes sense of her world by developing and testing hypotheses through play.
4. He is willing to take risks.
5. She is developing self-confidence and self-regulation.

What do teachers do to guide children as they learn?

1. They establish both social and physical environments that challenge children, yet encourage success.
2. They provide a warm, nurturing environment for trying, failing, succeeding and trying again.
3. They support children’s efforts.
4. They encourage choice, creativity and individuality.
5. They support constructive error as a natural part of learning.
6. They use their knowledge of child development, content areas, learning styles, and individual children to provide appropriate materials and experiences.

How does the curriculum enhance the development of young children?

To help children become active, confident and effective learners, North Broadway Children’s Center implements a play-based, emergent curriculum. A play-based, emergent curriculum is one that:

1. Focuses on children’s play.
2. Creates experiences that provide enriched meaning and understandings with depth and texture.
3. Starts where children are.
4. Is informed by and responsive to children’s developmental needs and interests.
5. Engages the child first-hand with concrete materials.
6. Provides ways of organizing information that make sense to children and help them connect new ideas to what they already know.
7. Places learning in context, using natural or actual settings.

How does the curriculum continue to respond to the changing needs and interests of young children?

1. Daily assessment is made of children’s developmental needs and interests by teachers and parents.
2. Plenty of opportunity for verbal and non-verbal expression is given to children.
3. Teachers actively listen to children.

4. Teachers record observations, conversations and behaviors of children.
5. Teachers are flexible and adaptable to swift changes in children's learning processes.
6. Portfolios of children's work are compiled by teachers and children.

NBCC's CURRICULUM

NBCC's curriculum is designed to enhance children's natural developmental progression. Our curriculum is play-based and child-centered; teachers observe the children to determine interests, curiosities, and developmental needs, letting curriculum ideas emerge. Teachers recognize the classroom community, including the ideas and interests of the teachers themselves, when planning activities. Teachers provide an experiential environment for children that fosters growth in all areas of development – social-emotional, language, cognitive, physical, and creative. Activities and materials reflect age-appropriateness, as well as individual developmental appropriateness. Play is the method by which children explore their world, construct knowledge and grow.

A typical daily schedule differs between programs and age levels. However, all daily schedules include free choice time spent in learning centers, outdoor or indoor large muscle play, and large group time for stories, music, movement, and group projects. Children may also participate in small group time, special projects and field trips. (See examples of daily schedules in this handbook.)

NBCC has a written curriculum plan that states our goals for each age group. The plan allows for teachers to create specific curriculum to meet those goals using their teaching strengths and the children's needs and interests. The curriculum plan is described below. Your child's teachers will post an individual room lesson plan for each week on the parent information board outside the classroom. If you are interested in more information, please feel free to talk with your child's teacher.

CURRICULUM GOALS

INFANTS

The most essential element in the infant curriculum is interaction with people -- parents, teachers and other children. The infant's primary needs to develop trust and autonomy are met through appropriate interactions with teachers, developmentally appropriate materials and activities and a respect for individual schedules, temperaments and personalities.

The infant program has the following goals:

1. To care for infants in a warm, affectionate way, including holding and cuddling.
2. To care for infants in a small group, preventing over-stimulation and disorder, while providing opportunities for one to one interaction between children and staff.
3. To prepare activities that stimulate the senses, recognizing that infants learn through the use of all five senses.
4. To provide opportunities for social interaction and language development.
5. To provide opportunities for the use of small and large motor skills with both indoor and outdoor activities, meeting each child's physical needs completely.
6. To provide consistency between child care and home care practices that will be most beneficial to the child and parents.
7. To encourage parent involvement and open, honest communication.
8. To provide a consistently safe environment.
9. To implement strict sanitation procedures.
10. To observe children daily to record development and communicate with parents.

TODDLERS

The toddler years are characterized by an ever-growing autonomy. Toddlers need to be provided with many opportunities for developing independence, particularly with self-help and daily living skills. Toddlers enjoy routine and repetition. Toddlers are very involved in toilet learning; this is not only an important step in physical development, but in emotional and social development as well. Toddlers are developing motor skills, cognitive skills and language skills at a rapid pace. Often these skills far eclipse their social and emotional capabilities.

The toddler program has the following goals:

1. To provide a nurturing, stimulating and flexible environment where affection is freely given, expectations are clear, independence is encouraged and natural curiosities are enhanced.
2. To provide care in a small group that is relaxed and prevents over-stimulation, allows more freedom of choice and allows time for one to one interactions.
3. To guide children in developing respect for others, the classroom and materials.
4. To provide a variety of developmentally appropriate materials and activities to meet needs in all areas of development.
5. To encourage language development through stories, songs, conversation and other sources.
6. To provide opportunities for children to practice self-help and daily living skills.
7. To promote emotional growth by:
 - a. using choices and appropriate discovery experiences to build self-confidence
 - b. providing a bias-free, multicultural environment to help build a positive self-identity
 - c. respecting children's expressions of individuality
 - d. encouraging wonder and curiosity
8. To promote social growth by:
 - a. providing opportunities for conversation and cooperative play
 - b. promoting the nurturing of others
 - c. providing an accepting environment where children are encouraged to use language to problem-solve
 - d. modeling pro-social behaviors
9. To promote physical growth by:
 - a. providing an indoor environment where movement and gross motor play are encouraged
 - b. using the outdoor environment daily
 - c. providing materials for specific skill development
 - d. engaging in simple games and music and movement
10. To promote intellectual growth by:
 - a. encouraging children's natural curiosities
 - b. providing an environment where exploration and discovery are encouraged
 - c. providing materials and activities that use the whole body and all five senses to construct knowledge
 - d. valuing the learning process more than the product
11. To promote creative development by:
 - a. providing open-ended activities
 - b. providing experiences that incorporate open-ended questions for critical thinking
 - c. providing many different styles of music to move to
 - d. incorporating all curriculum areas each day

PRESCHOOLERS

Three, four and five year olds are characterized by increased autonomy and a new willingness to take initiative, planning and undertaking a task independently. Preschool children need to be allowed to pursue their own interests and ideas. Each new idea creates a new sense of confidence and responsibility when adults are encouraging and supportive. Preschool children love language and are quite social. They have a surplus of energy and enjoy using their bodies in new and daring ways. While preschoolers can still be quite egocentric, they are also developing a keen awareness of others' roles.

The preschool program has the following goals:

1. To provide a nurturing, stimulating and challenging environment incorporating all areas of development.
2. To provide a classroom environment that promotes respect for others and for materials.
3. To enhance children's natural curiosities and help develop an enthusiasm for learning.
4. To provide for each child's safety and well-being.
5. To promote emotional growth by:
 - a. encouraging independence through choices and the practice of self-help and daily living skills
 - b. helping children gain self-discipline
 - c. providing a bias-free, multicultural environment to enhance self-identity
 - d. respecting children's thoughts and feelings
6. To promote social growth by:
 - a. providing extended periods of play and supporting children's cooperative play efforts
 - b. respecting individuality
 - c. encouraging children to use language for problem-solving
 - d. modeling pro-social behavior
7. To promote intellectual growth by:
 - a. providing activities in all curriculum areas each day
 - b. providing an environment that promotes curiosity, exploration and construction of knowledge
 - c. providing activities and materials that challenge each child's developmental stage
 - d. allowing children all the time they need to explore.
8. To promote physical growth by:
 - a. providing materials that promote small and large motor development
 - b. providing plenty of time outdoors
 - c. planning activities to develop specific motor skills
 - d. incorporating games, music and movement into each day
9. To promote creative growth by:
 - a. promoting in children an appreciation for the beauty of nature, music, movement and art
 - b. providing open-ended art activities
 - c. providing a variety of music to move to
 - d. providing challenging activities that incorporate open-ended questions for critical thinking

ACCREDITATION AND LICENSING

See the information about NAEYC Accreditation and Step Up To Quality on page 9.

OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS

Ohio's Early Learning and Development Standards describe key concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

The standards present a continuum of learning and development from birth to age five in each of the domains. Because the infant/toddler years are marked by rapid developmental change, the standards are divided into three meaningful transitional periods: Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The standards during the preschool years describe those developmental skills and concepts children should know and be able to do at the end of their preschool experience. *(From Ohio Department of Education)*

The Ohio Early Learning and Development Standards are divided into the following developmental domains:

- Physical Well-being and Motor Development
- Language and Literacy Development
- Cognition and General Knowledge
- Social and Emotional Development
- Approaches Toward Learning

The Standards assist teachers in focusing on early learning and development in order to support and strengthen the developmental outcomes of the children they serve. Teachers use the guidelines to help guide curriculum and learning activities, as well as to document for families what their children are learning and how we are laying the foundation for their future learning.

THE CREATIVE CURRICULUM

NBCC utilizes The Creative Curriculum to provide the foundation for and enhance our play-based, emergent curriculum. The Creative Curriculum has five basic components: a foundation of child development theories, the classroom learning environment, what children learn, the teacher's role, and parent's role.

- For preschool aged children, the Creative Curriculum applies these 5 components to 11 curriculum areas- Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, and Outdoors.
- For infant and toddlers the Creative Curriculum applies the 5 components to the following areas- Components of the Curriculum- which includes Knowing Infants, Toddlers and Twos, What Children are Learning, and Caring and Teaching; Routines- which includes Diapering and Toileting, Getting Dressed, and Eating and Mealtimes; and Experiences- which includes Playing with Toys, Imitating and Pretending, Creating with Art, and Going Outdoors.

Each classroom has a copy of the NAEYC criteria, SUTQ program standards, and the Ohio Early Learning and Development Standards. If you would like to see a copy, or if you have any questions, please talk to your child's teacher or stop by the office.

CHILD ASSESSMENT

Child Assessment (Full time program)

All children in our full and part time programs (except for children in our school age programs) will receive assessments throughout the year. There are several parts to our child assessment system. See below for information on our child assessment plan and timeline.

Screening- All children must have a screening completed within the first 60 days of enrollment in the center and/or within the first 60 days of their transition into a new classroom, and annually thereafter. *Parents will fill out the screenings (see below).* NBCC uses the ASQ (Ages and Stages Questionnaire) system for this screening. The ASQ system covers the following developmental areas- communication, gross motor, fine motor, problem solving, and personal-social. The ASQ screening questionnaires are divided by the children's ages- for example for an infant, there are ASQ's for children ages 2 months, 4 months, 6 months, etc.

During your child's first week with us (and annually thereafter), their teachers will send home a copy of the ASQ for parents to fill out. They will also give you a "Parent Goals for Child" sheet that you can use to share your goals for your child with us. Once the screening and goal sheet have been completed and returned to the teachers, they will use the results, their own observations of your child in the classroom, and any additional parent/teacher input to plan their curriculum for the individual developmental needs of each child. During parent/teacher conferences in October, teachers and parents will go over the results of the screening and the parent goals, discuss the children's development, and create and/or review goals for the child using the NBCC Child Progress and Goal Sheet. These goals will be updated and shared with parents quarterly.

Assessment- We use a variety of methods for our child assessments- to include the Teaching Strategies GOLD Assessment system, teacher observations, Ohio's Early Learning and Development Standards, classroom portfolios, and parent feedback to name a few.

- Teaching Strategies GOLD guidelines-
 - Each child will have their own Child Assessment Portfolio booklet. This booklet spans the children's development from birth through kindergarten. When children transition from one classroom to another, this booklet will be passed along to the new classroom.
 - Throughout the year, teachers will use the "Teaching Strategies GOLD Objectives for Development and Learning" to track the children's development (this has the same information that is in the Child Assessment Portfolio Booklet). Teachers will then use this information for curriculum planning purposes.
 - Teachers will use the information from the Teaching Strategies GOLD Assessment when filling out the Child Progress and Goal Sheets, and conducting the April parent-teacher conferences.
 - In addition, the teachers will send parents an update on their child's developmental progress, using the Child Progress and Goal Sheets, in January and July.

Parent Input- Parent input into their child's development and learning is crucial, and is a significant part of our child assessment process. Upon enrollment, transitioning to a new classroom, and if parents decline a parent-teacher conference, we will send parents a goal sheet to fill out with the goals they have for their children. During parent-teacher conferences we will discuss parents' goals for their children and we will use these goals in addition to teacher goals based on classroom observation and assessments to form individual goals for the children in each classroom.

Parent-Teacher conferences- During parent-teacher conferences, teachers and parents will go over the results of the assessments, discuss the children's development, and create and/or review goals for the child using the NBCC Child Progress and Goal Sheet. These goals will be updated and shared with parents at least quarterly, using the Child Progress and Goal Sheet. See the time line below.

In September parents will fill out an ASQ (screening) and Parent Goals for Child sheet, and the teachers will complete Child Progress and Goal Sheet for each child and schedule parent-teacher conferences for October. In April, parents will

fill out a Parent Goals for Child form, and the teachers will use the information from the Teaching Strategies GOLD, classroom observations and parent goals when filling out the Child Progress and Goal Sheet. They will schedule parent-teacher conferences to go over the child assessment information.

In January and July, parents will receive updates on the Child Progress and Goal Sheet. Conferences do not need to be scheduled at these times, however, families and/or teachers may request one at any time.

Child Assessment Plan and Timeline (Full Time Program)

- **60 day screening-** (all children must have a screening within 60 days of enrollment or their start date in the classroom, and annually thereafter.)
 - ASQ Screening – filled out by parents
 - Parent Goals for Child sheet- filled out by parents
- **October**
 - ASQ Screening – filled out by parents
 - Parent Goals for Child sheet – filled out by parents
 - Parent-teacher conferences
 - Teachers will fill out Child Progress and Goal Sheet
- **January**
 - Teachers will update Child Progress and Goal Sheet
 - Send home to families (conference only if needed)
- **April**
 - Teaching Strategies GOLD Assessment
 - Parent Goals for Child sheet – filled out by parents
 - Parent-teacher conferences
 - Teachers will fill out Child Progress and Goal Sheet
- **July**
 - Teachers will update Child Progress and Goal Sheet
 - Send home to families (conference only if needed)

Teachers assess children to guide their curriculum planning, to expand and extend on the children’s interests and ideas, to evaluate where the children are developmentally, to ensure that children are developmentally on track, and to create plans to help children who may be behind developmentally. We also use the results to communicate with families about their child’s development. We believe that family input is crucial to children’s development, so families are strongly encouraged to share any information about their child, anytime.

Further assessments- Child Developmental Concerns- Sometimes a teacher or parent may have a concern about a child’s development. When a concern is identified about a child’s development, the following process will be followed:

1. The classroom teachers will observe the child, record their observations, and document their developmental concerns. The teaching team will work on some classroom strategies to address their concerns. If necessary, the teachers will meet with the Director or Asst. Director to discuss their concerns.
2. Based on the observations, a plan will be created. The plan may include times for the Director to do observations, teaching team meetings, filling out an additional ASQ assessment, using the Teaching Strategies Assessment System.
3. If the child’s development continues to be of concern despite typical teacher aid, teachers will make a plan to talk to the child’s parents. The plan will include filling out a Child Developmental Goal Plan, which will document the developmental concern, what the goals for the child’s development are, and what the teachers will do to help the child work on the area of development. A copy of the Child Developmental Goal Plan will be given to the parent when the teachers discuss the plan with them.
 - A formal conference does not need to be scheduled at this time unless teachers or parents feel it is necessary.

(Continued on next page)

4. If the child does not improve developmentally appropriately and more formal action needs to be taken, a Child Action Plan will be written and implemented. The Child Action Plan will identify the area of concern, the goals for the child's development, and an action plan for accomplishing the goals.
 - The Child Action Plan will be created by a team that includes the child's teachers, the center director, and the child's parents.
 - A parent conference will be scheduled to go over the Child Action Plan with the child's parents.
 - If necessary, the Director/Assistant Director may attend the parent conference.
 - During the conference, a time will be set to follow up as a team to review the child's progress and discuss further actions.
 - *If the parent or teacher feels the child needs additional help/resources, a referral must be made within 90 days.*

Further assessments- Child Behavior Concerns- Sometimes a teacher or parent may have a concern about a child's behavior. When a concern is identified about a child's behavior, the following process will be followed:

1. The classroom teachers will observe the child's behavior, record their observations, and document the concerns. The teaching team will work on some classroom strategies to address their concerns. If necessary, the teachers will meet with the Director or Asst. Director to discuss their concerns.
2. Based on the observations, a plan will be created. The plan may include times for the Director to do observations, teaching team meetings, filling out an additional ASQ or ASQ-SE assessment, using the Teaching Strategies Assessment System.
3. If the child's behavior continues to occur despite the consistent use of typical child guidance techniques, teachers will make a plan to talk to the child's parents. The plan will include filling out a Child Behavior Plan which will document the behavior concern, what the goals for the behavior are, and what the teachers will do to help the child work on their behaviors. A copy of the plan will be given to the parents when the teachers discuss the plan with them.
 - A formal conference does not need to be scheduled at this time unless teachers or parents feel it is necessary.
4. If the child's behavior continues and/or intensifies, and more formal action needs to be taken, a Child Action Plan will be written and implemented. The Child Action Plan will identify the behavior or behaviors of concern, the goals for the child's behavior, and an action plan for accomplishing the goals.
 - The Child Action Plan will be created by a team that includes the child's teachers, the center director, and the child's parents.
 - A Child Action Plan may include: ideas for changes in classroom interactions, behavior contracts, observations, videotaping, anecdotal records and other environmental documentation, staffing plans, outside consultation, timelines for anticipated changes, and other strategies.
 - A parent conference will be scheduled to go over the Child Action Plan with the child's parents.
 - If necessary, the Director/Assistant Director may attend the parent conference.
 - During the conference, a time will be set to follow up as a team to review the child's progress and discuss further actions.
 - *If the parent or teacher feels the child needs additional help/resources, a referral must be made within 90 days.*

Special Needs Resources- Resources for referral may include, but are not limited to Columbus Public Schools, or other public school system, Columbus Speech and Hearing Center, Help Me Grow, a psychologist, St. Vincent's, Nationwide Children's Hospital Behavior Clinic, the child's pediatrician, Action for Children, or other resources as appropriate to the situation. The center has a list of information on these and other resources that can help families and teachers with children who have special needs. If you have any questions, please talk to your child's teacher or the Director or Assistant Director.

Assessments and confidentiality- We keep children's assessment results confidential. The assessments and the results will only be shared with the child's parents, the child's current teachers, and the center director or assistant director as needed. We give parents copies of their child's assessment and results (using the Child Progress and Goals Sheets) to keep them up to date on their child's developmental progress; the teachers use the assessment results to plan developmentally appropriate curriculum for the group and individual children; the director and/or assistant director have access to the assessment results to provide assistance and support to families and staff; an office assistant files the assessment forms in the child's file.

The assessment results are kept in two places- the child's file in the director's office, and with the classroom planning information. We keep the assessments with the classroom planning information so that the teachers can use the information on each individual child when planning their curriculum.

If there is an occasion where a child needs additional help from outside resources and the assessment results would help identify what resources were needed, NBCC will obtain written permission from the child's family before releasing any of the child's assessment information.

Parents may have a copy of anything in their child's file at any time.

STAFF/CHILD RATIOS

Infants	1:4	Group Size: 10
Toddlers	1:6	Group Size: 12
3, 4, 5 yrs.	1:10	Group Size: 19 (but may go to 20 at times)
Kind- 5 th grade	1:15	Group Size: 32

We maintain NAEYC Accreditation teacher-child ratios at all times, and all classrooms are staffed with enough teachers to meet or exceed these ratios. We do this to ensure your child's safety, individual attention and opportunity to relate to more than one adult.

Each group of children is assigned to a team of teaching staff who have the primary responsibility for that group of children. Shifts in the full time classrooms cover the whole day so that the children can be in their own room all day. We do not combine classrooms at the end of the day, there is a teacher until 6:00pm in every room. In the morning, we will combine small numbers of children until the early teacher in each classroom arrives for the day. The arrival times for the early teacher in each classroom will be 6:30, 7:00 or 7:30, please check with your child's teacher for the time in your classroom, and where to take your child if you arrive prior to the teacher's scheduled arrival time.

TEACHING STAFF QUALIFICATIONS

NBCC is very proud of our highly qualified teaching staff. Lead teachers are required to have at least an Associate Degree in Early Childhood Education, and many of our lead teachers have Bachelor Degrees in Early Childhood Education. Assistant teachers are required to have at least some training and/or experience with young children.

Several of our assistant teachers are working on or have an Associate Degree in Early Childhood Education. NBCC provides ongoing inservice and training in early childhood care and education for all our teaching staff.

All teachers are trained in First Aid, CPR, Recognition of Communicable Diseases, and Recognition and Prevention of Child Abuse.

All employees of a childcare center are required under section 2151.421 of the Ohio Revised Code to report any suspicions of child abuse or neglect to the Department of Children's Services.

MIXED AGE GROUPS

All of the groups at North Broadway Children's Center are mixed age groups. What does that mean? It means that our infant room is made up of children who are 6 weeks through 20 months, our toddler rooms are made up of children who are 20 months through 3 years old, and our preschool rooms are made up of children who are 3 to 5 years old.

Why do we implement mixed age groups? There are many advantages for the children. First, they have more time with the same set of teachers and are able to create and maintain strong personal bonds. An infant could be with the same teachers for the first 19 months of their lives, a crucial time for identity development. As the toddlers are learning about their rapidly increasing world, they have the same teachers for more than a year to help guide them as they learn new concepts, limits and test their boundaries. Preschoolers are continuing to explore their world, they could have the same teachers for 2 – 3 years to help them grow, learn and prepare for the bigger world. By being with the same set of teachers for a longer time, the teachers are able to create a deeper understanding of each child, and be better able to address their needs and development. Also, in mixed age groups, the children are also more likely to be looked at as individuals who are developing at their own pace, rather than comparing them to all the other same-age children in the group.

In addition to maintaining strong relationships with their teachers, mixed age grouping allows the children to be together for a longer period of time. The older children in the classroom become role models and helpers for the younger children. You will often hear a teacher telling a child to ask an older friend for help- this is valuable for both children- the older child feels able and competent, and the younger child learns from a peer and builds a relationship with them. A younger child is likely to learn more advanced skills from an older child in the same classroom than they would from a child in a same-age classroom. Older children can also help younger children learn problem solving skills, while at the same time learning social skills such as compassion and nurturing themselves through their interactions.

SAMPLE OF DAILY CLASSROOM SCHEDULES

Infant Room

6:30-8:00- Arrivals, breakfast, free play
8:00-9:15- Free play, Rumpus room/outside
9:15-9:45- Hand washing, snack
9:45-11:30- Diaper changes, AM naps, special activity, indoor/outdoor play
11:30-12:30- Hand washing, lunch
12:30-1:00- Diaper changes, free play
1:00-4:00- PM naps, bottles, free play
4:00-4:30- Hand washing, snack
4:30-6:00- Diaper changes, free play, departures

Toddler Room

6:30-7:30- Arrivals to room 114
7:30-8:45- Free play, diapers/potty, breakfast
8:45-9:45- Playground time
9:45-11:00- Diapers/potty, free play
11:00-11:10- Clean up
11:10-11:20- Circle time
11:20-11:45- Small group time
11:45-12:30- Lunch
12:30-1:00- Stories, brush teeth, prepare for naptime
1:00-3:00- Nap time
3:00-3:45- PM snack, diapers/potty
3:45-4:45- Playground time
4:45-6:00- Free play, departures

Preschool Room

6:30-7:00- Arrivals to room 217
7:00-8:45- Breakfast, open choice activities
8:30-9:30- Planned activities, open choice activities
9:30-9:45- Clean up
9:45-10:00- Group/discussion
10:00-11:00- Playground time/outside exploration
11:00-11:30- Table top activities, books
11:30-11:45- Bathroom, wash hands for lunch
11:45-12:15- Lunch
12:15-12:30- Bathroom, brush teeth, prepare cots
12:30-12:45- Books on cots, partner reading
12:50-3:00- Nap
3:00-4:30- Wake up, snack, open choice activities
4:30-4:45- Group/discussion
4:45-5:45- Playground/outside exploration
5:45-6:00- Table tops, books, departures

- These schedules are a general guideline of what happens in the classrooms throughout the day. The schedule will vary according to classroom and the individual needs of the children. Each classroom posts the schedule for their room on their parent bulletin boards.

LUNCH AND SNACKS

Your child will receive a light breakfast, hot lunch and an afternoon snack provided by NBCC and prepared by the Center's cooks. Our meals are nutritionally balanced and meet federal and state requirements for nutritional content. We will provide alternative foods for children with allergies or medically-altered diets. We offer lower fat milk (1% or skim) to all children 2 and up. We offer whole milk to children ages 12-24 months. Please communicate any special dietary needs to the Director and your child's teachers. If your child has food allergies or is a vegetarian, please stop by the office and fill out a health care plan and/or food substitution form.

If you and your child arrive at the Center prior to 8:00 a.m. and you feel your child may need to eat breakfast at the Center, please feel free to bring a nutritious breakfast along. Because we do not have appropriate storage facilities in our classrooms, we cannot store cereal or other breakfast foods for you from day to day. We ask that you clean your child's cubby each day to ensure that no breakfast foods are left at the Center.

- If you bring a breakfast or lunch for your child to eat at NBCC, it must be nutritious and nut-free (please check the label to ensure it is nut-free and contains no nuts or traces of nuts).
- Also, please do not send in any foods that could be choking hazards such as grapes
- If you send in food such as uncooked carrots or celery, please make sure to cut them length-wise; cut apples and strawberries into small pieces.

Our lunches are served family-style in our dining room. A small group of children sits with one teacher at each table, allowing children and teachers to enjoy each other’s company. Our family-style meals also allow children to practice independent self-help skills, such as serving from a bowl and pouring from a pitcher.

CACFP

NBCC participates in the federal Child and Adult Care Food Program (CACFP). This program is provided free of charge. Because NBCC participates in CACFP, all meals served to children must comply with their policies.

- If you supply food for your child due to food allergies, we ask that you please follow the food guidelines we have listed below. These requirements also apply to sack lunches provided by families for children when they go on field trips. NBCC has a nut-free policy, so in addition to being nutritious, packed lunches must also be nut free. **Please label your child’s lunch (or any food brought into the center) with their name and the date.**

CACFP Meal Requirements

Lunch				Snack (Choose 2 from different food groups)			
Age	1-2 yrs	3-5 yrs	6-12 yr	Age	1-2 yrs	3-5 yrs	6-12 yrs
Milk, fluid	½ cup	¾ cup	1 cup	Milk, fluid	½ cup	¾ cup	1 cup
Meat/ Alternative	1 oz.	1 ½ oz.	2 oz.	Meat/ Alternative	½ oz.	½ oz.	1 oz.
Bread / Alternative	½ slice	½ slice	1 slice	Bread / Alternative	½ slice	½ slice	1 slice
Veg./ Fruit- 2 servings total	¼ cup	½ cup	¾ cup	Vegetable / Fruit	½ cup	½ cup	¾ cup

The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual’s income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

Breakfast			
Age	1-2 yrs	3-5 yrs	6-12 yrs
Milk, Fluid	½ cup	¾ cup	1 cup
Juice, Fruit/Veg.	¼ cup	½ cup	½ cup
Grains, bread, cereal	1/3 oz.	½ oz.	1 oz.

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. USDA is an equal opportunity provider and employer.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

NUT-FREE POLICY

NBCC has a “nut-free” policy. We do our best not to serve any food that contains nuts or traces of nuts in the ingredients. There are some foods on our menu that were made in a facility that also processes nuts, (see our nut-free information packet). If you do not want your child to eat these foods, please let us know, and you may supply a substitute. If you bring in breakfast or pack a lunch for your child, please read the ingredients carefully, and do not send in any foods that contain nuts or traces of nuts, for example no PB&J or granola bars containing almonds. If you bring in a snack for the whole classroom, please bring the label to show the teachers.

INFANT FOOD AND NUTRITION PRACTICES

We work with families to ensure that the children are receiving food that meets their nutritional needs. NBCC provides food and formula for the Honeybees. The formula we use is Similac with Iron. If you do not want to use this formula, you may provide the formula of your choice in an unopened, factory-sealed container. NBCC also provides jar food, rice cereal, and table food when it’s developmentally appropriate for the children.

Food schedules and information:

- Children under 6 months of age will be fed formula or breast milk. Children under 20 months of age are not fed fruit juices; children under 6 months of age are not fed solid foods.
- Bottle feedings may not contain solid foods unless we have a written note from the child’s doctor outlining instructions and the medical need.
- We warm infant’s bottles by partially submerging them in a cup of hot water for no longer than 5 minutes, never in a microwave.
- Staff will discard any formula or breast milk that has been served but not completely consumed after 1 hour.
- Children may be fed cow’s milk (whole milk) starting at 12 months of age.
- We work with families on when to introduce new foods to the children. We ask that you try a new food at home first, if it goes well, then we will add it to your child’s meals here.
- Children are fed on their own individual schedules. We work with families on determining the times and amounts of food to be fed to each child.
- Infants unable to sit are held for bottle-feeding; all others sit or are held to be fed.
- Infants do not have bottles while in a crib or on a cot, or eat from a propped bottle at any time.
- Older infants and toddlers only drink from bottles, sippy cups or regular cups while they are sitting, and do not carry them while crawling or walking.
- Teaching staff work with parents to decide when a child is developmentally ready to use a cup.

Breastfeeding/Breast milk:

- If you are breastfeeding your child, we will support you in facilitating it at NBCC. You are welcome and encouraged to come in any time to breastfeed your child. We have rocking chairs in the classroom and the crib room for your comfort and privacy.
- If you are unable to come to NBCC for a scheduled feeding, you may send in breast milk in a bottle, labeled with your child’s name, the date the milk was expressed, the date the breast milk was provided to the center, and the amount in the bottle. We will store it in the refrigerator for up to 24 hours. If breast milk has been frozen, it must be thawed when it is brought in.

CHILDREN’S BIRTHDAYS

Birthdays are a fun and special time for children (and many adults). We believe that birthdays are about celebrating the child and making them feel special. As a staff we have discussed various ways to celebrate children’s birthdays at NBCC, and we are excited about our ideas.

We want the emphasis to be focused on the children, rather than bringing in sweet treats. We know that children and families enjoy bringing in something to share with the classroom, so if you would like to share something with the class, instead of bringing in cupcakes, you can use that money to buy a book for the classroom. You and your child can pick out a favorite book for the classroom, then the birthday child can share it with their friends at group time, and give it to the classroom as a gift for the room. Every time a teacher reads it, the children can remember who gave it to the room. In addition, to help us celebrate the birthday child, they can bring in something special that they would like to share at group time, for example, photos or a special object that is meaningful to them. We ask families not to bring in sweet treats for the children. If you really want to bring in a snack for the class, talk to your child's teacher, and you may bring in something like fresh fruit, or items for a nutritious cooking idea. We appreciate your support in helping us celebrate children on their birthdays!

NAP AND REST TIME

Your child will be provided with a rest time each day. The children take naps/rest after lunch every day. Each child in a classroom has a personally identified crib or cot that is not shared with other children. Your child may want to bring a blanket, pillow and favorite stuffed animal for rest time. Please bring in a small blanket and pillow for nap rather than large ones- this makes it much easier to store them during the week. All washable items will be sent home each Friday to be washed.

Non-Nappers: If your older preschool child no longer naps, a rest time will still be provided. For the Lollipop, Butterfly, and Rainbow rooms we also provide a "non-nappers" program. Non-nappers is a program that allows children to leave the classroom during nap time and move to another room where table top activities, such as math games, literature experiences and art activities, are available.

To be able to be a "non-napper", the children must be at least 4 years old, and must consistently be awake throughout naptime. (For children new to the classrooms, we will monitor their sleeping habits for a month to assess readiness for non-nappers.)

Due to staffing and ratio, as well as classroom size constraints, we can take 9 children to non-nappers each day (3 children from each room).

The children will rest in their classrooms until 2:00pm. If they are awake at 2:00pm, and have been resting appropriately, they may go to non-nappers. At 3:00pm, the children will return to their classrooms. For children who are not napping at 2:00, and unable to go to non-nappers, quiet activities, such as journals and books, will be made available for them to do on their cots

If you have any questions about non-nappers, or if you think your child is ready for this program, please talk to your child's teacher.

- The children in the Star room do not participate in non-nappers. Because they will all be going to kindergarten in the fall, the Star teachers will begin to shorten their nap time throughout the year. Like the other classrooms, if the children are not napping at 2:00pm, they will have quiet activities available for them to do on their cots. By the summer before kindergarten, they will have a short rest time but will not nap so they will be ready for the full day of school.

INFANT SLEEPING PRACTICES

- To reduce the risk of SIDS, infants under 1 year of age, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission.
- We provide approved cribs and firm mattresses.
- Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in infant cribs.
- If a blanket is used, the infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant's chest.
- We keep the crib room a comfortable temperature for a lightly clothed child.
- Infants heads remain uncovered during sleep.
- A teacher is present in the crib room at all times when children are sleeping.

OUTDOOR PLAY

The children are provided with 120 minutes of developmentally appropriate physical activity each day. During outdoor/indoor play, children practice motor skills in a variety of ways including running, jumping, skipping, climbing on playscapes, kicking and throwing balls, etc.

The children play outside every day in the morning and afternoon, weather permitting. They will play in the Rumpus Room in cases of inclement weather, for ex: severe rain, temperatures below 20 degrees (including wind chill), and extreme heat. Outdoor play is limited when temperatures are in the mid to high 90's and during an ozone alert of 100-180 on the Air Quality Index (AQI). If the AQI is above 180 the children will play in the Rumpus Room.

In the cold months, be sure to send your child in layered clothing to help protect against the cold. Children must have hats and gloves every day; scarves and boots are also a good idea.

In the summer months, we will put sunscreen on the children before going outside. Families provide the sunscreen- at least SPF- 15, and must fill out an Administration of Medication form. Please check with your child's teachers for more information on sunscreen. We can use lotion or spray sunscreen only, *no aerosol sunscreen*.

We do not typically put insect repellent on the children. However, if the *health department recommends* the use of insect repellent due to a high risk of insect-borne disease, only repellents containing DEET* may be used, and only on children older than 2 months.

*If you don't want to use a product that contains DEET, please stop by the office for a list of approved alternatives.

- Due to the activity on the playground, we ask that you send your children in tennis shoes or tight fitting sandals. Flip-flops, crocs, and other similar shoes can cause the children to trip and fall when they are running outside, so please do not send your children in these types of shoes.

HEALTH AND HYGIENE

EMERGENCY ILLNESS/ACCIDENT POLICY

Should your child be involved in a serious incident, injury or illness requiring professional medical attention, the emergency squad will be called first, then a staff member will contact you. Your child will be taken to the hospital listed on your Emergency Medical form or to the nearest hospital. If you are unable to, a staff member will accompany your child to the hospital. All costs not covered by medical insurance are the responsibility of parents.

ACCIDENT REPORTS

Should an accident or injury occur, an “accident report” will be completed. The person who picks up the child will be asked to sign the report and will be given a copy. You may receive a phone call from a staff member if your child is unduly upset or if the condition worsens. You will be called immediately should your child have any injury to the head.

ILLNESS

We believe that when young children are ill, they need the special love and care that parents provide. If your child is ill, please refer to the “Management of Communicable Disease” section of this handbook and keep your child at home or make other arrangements for quality care. Please let the center know if your child has a contagious illness so that we can make other parents aware of their children’s exposure. Exposure notifications are posted directly outside the classroom door.

STAFF AND CHILDREN’S HYGIENE

When children arrive for the day, please make sure that they wash their hands as soon as they arrive. If family members are going to stay in the classroom to visit, they need to wash hands as well. Soap is available at all hand washing facilities for use by children, staff, and visitors. All staff have been trained in proper hand washing techniques. Paper towels are used for drying hands. Other healthy hygiene habits are modeled by staff and encouraged in children. Classroom equipment, such as cots, tables and toys, is disinfected regularly.

TOOTHBRUSHING

All children brush their teeth after lunch each day, so your child will need to bring a toothbrush and toothpaste. Talk to your child’s teachers for more information on their classroom’s routine.

SPRAY AEROSOLS

The use of spray aerosols is prohibited when children are present in the Center. *This includes aerosol sunscreen.*

SMOKING

North Broadway Children’s Center and North Broadway United Methodist Church are smoke-free environments.

ACCIDENT INSURANCE

North Broadway Children’s Center carries limited accident insurance coverage. This is to supplement NBCC families insurance should an accident occur while your child is in the center. If you should need to file a claim, you can do so

through the NBCC Center Director.

NBCC HANDWASHING PROCEDURES

- **Hand washing is required by all staff, volunteers, children, and families.**

Proper hand-washing procedures are followed by adults and children and include:

- Using liquid soap and running water
- Rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water.)

Children and adults wash their hands:

- On arrival for the day
- After diapering or using the toilet (use of wet wipes is acceptable for infants)
- After handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood or vomit)
- Before meals and snacks, preparing or serving food, or after handling any raw food that requires cooking
- After returning inside from outdoor play
- After playing in water that is shared by two or more people
- After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
- When moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos.
- Whenever hands are visibly dirty
- Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance and are periodically monitored.

Adults also wash their hands:

- Before and after feeding a child
- Before and after administering medication
- After assisting a child with toileting/diapering
- After handling garbage or cleaning

- Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.
- In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

- Gloves (vinyl) are optional except when contamination with blood may occur- then gloves are required.

NBCC DIAPERING PROCEDURES

- Staff check children for signs that diapers or pull-ups are wet or contain feces at least every two hours when children are awake, and when children awakened from a nap.
- Diapers are changed when wet or soiled.
- A disposable separation material must be used with each diaper change to act as a barrier between the child and the changing surface.
- The diaper changing table shall be sanitized after each diaper change, and cleaned when visibly soiled.
- Children shall not be left unattended on a changing table.
- At all times, caregivers have a hand on the child when the child is being changed on an elevated surface.
- Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- We prefer the use of commercially available disposable diapers or pull-ups.
- For children who use cloth diapers, the diaper must have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit. (See cloth diaper policy below).
- Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (double bag) and sent home that day for laundering. The diaper or clothing will not be rinsed out, but put directly into the plastic bag to be sent home.
- In the changing area, staff post and follow changing procedures (as outlined in the NAEYC and ODJFS Licensing Cleaning and Sanitation Frequency Tables).
- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- Containers that hold soiled diapers and diapering materials must have a lid that opens and closes tightly by using a hands-free device (e.g., a step can). The can must have a trash bag lining it, and must be emptied, cleaned and sanitized at least daily.
- Containers are kept closed and are not accessible to children.
- Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.
- Potty chairs- shall be emptied in to the toilet, rinsed, cleaned, and sanitized after each use.

CLOTH DIAPER POLICY

- Dirty diapers and covers must be taken home daily.
- All cloth diapers and diaper accessories- diaper covers, bags, liners- must be sent home to be washed daily or before they are returned to the center (ODJFS Child Care Licensing Rule).
- Parents must provide a small trash can (with a foot pedal) with liners for soiled cloth diapers.
- If your child is going to use cloth diapers at NBCC, we need to follow the rules below.
 - According to NAEYC criteria-
 - *For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.*
 - *Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.*
- **For toddler rooms-** since stand up potty turns are practiced in the toddler rooms, we request that families use the one piece combined cloth diaper/cover diapers with the Velcro or snap closures. We feel this is important because:
 - Multiple diaper pieces increase the risk of contaminating other items/areas of the room.
 - The amount of time spent at potty turns decreases the amount of time that teachers are available to help with the other needs in the classroom.
 - To promote self-help skills with the children. An important part of potty training is helping the children learn how to take their clothes off and on, and it is much easier if they have a diaper that they can take off on their own.

MANAGEMENT OF COMMUNICABLE DISEASES

Children are observed daily upon arrival for noticeable signs of illness. Teachers and parents may refer to the communicable disease chart posted in the office.

As mandated by Child Care Licensing through the Ohio Department of Job and Family Services, if your child exhibits one or more of the following signs of illness, you will be notified and asked to pick up your child within one hour.

- temperature of 100 degrees or more under the arm
- diarrhea three times in a 24-hour period
- vomiting two times in a 24-hour period, or when accompanied by any other sign or symptom of illness
- skin rash
- evidence of lice infestation, scabies or other parasitic infestation
- severe coughing
- difficult or rapid breathing
- yellowish skin or eyes
- evidence of conjunctivitis- redness of the eye, obvious discharge, matted eyelashes, burning, itching
- stiff neck
- untreated infected skin patches
- unusually dark urine and/or gray or white stool
- sore throat or difficulty swallowing

Your child will be isolated from the other children and made as comfortable as possible in their classroom, or on a cot in the office, under the watchful eye of an NBCC employee until your arrival. The cot in the office is disinfected after each

use.

If your child exhibits one or more of the following signs of illness, you will be notified and may decide to pick up your child or continue to have teachers care for your child. If your child's condition worsens, you will be notified and be asked to pick up your child within an hour.

- symptoms of a cold
- complaints by child and/or fussiness
- listless behavior
- decreased appetite

Your child may return to the Center when:

- they have been free from fever or other signs of illness (without medication), for 24 hours
- they have been on an antibiotic for 24 hours
- there is no evidence of a current parasitic infestation

A copy of an "illness report" will be given to you listing your child's symptoms while at the Center and our policy for your child's return to the Center. If your child is ill and you cannot be reached, we will call one of your emergency contacts to pick up your child. When your child returns to the Center, should our staff note signs of continued illness, we may ask you to keep your child at home or make other arrangements. In some instances, we may ask that you provide us with a doctor's signed statement.

- Parents will be notified if your child has been exposed to a communicable disease. A sign will be posted outside the classroom with information about the communicable disease.

PARENT RESPONSIBILITIES IN THE MANAGEMENT OF COMMUNICABLE DISEASE

- If your child is sick, or has anything that is contagious they must be kept home until the symptoms are gone, or have been treated, for 24 hours.
- If your child exhibits the beginnings of any of the above symptoms at home, for example, had one episode of diarrhea, which is not enough to keep them home, but is something the teachers should be aware of, parents must communicate this with your child's teachers at drop off time.
- If your child becomes sick while at NBCC, they must be picked up within one hour of being contacted.

MEDICATION POLICY

If your child needs to be given any medication- prescriptions, over-the-counter medications, vitamins, topical ointments, or special diets- you must complete an "Administration of Medication" form available in the office. **Please fill out the form in the office so that the Director or Assistant Director may check it before taking it to the classroom.**

ADMINISTRATION OF MEDICATION

1. In order to administer any medication, the "Request for Administration of Medication" form **must** be completed fully and correctly by the parent/guardian. These forms are valid for up to one year.
 - The items that must be on the Administration of Medication form include:
 - o Child's name, date of birth, and weight

- o Type/name of medication to be administered
 - o The exact dosage
 - o The time the medication is to be administered- *please put a specific time*, do not put “as needed”
 - If the medication is for a health condition, and only to be administered in an emergency, the form should describe the symptoms that would necessitate the medication to be administered.
 - o The period of time the medication is to be administered (put a specific number of days or dates)
 - o The parent's or guardian's signature
2. All prescription medication must have the original prescription label attached, or written instructions from a physician on the “Request for Administration of Medication” form.
- o The prescription label must contain the following information:
 - Child’s full name (first and last)
 - Name of the medication
 - The exact dosage to be given
 - The frequency of the doses
 - Route of medication (topical, oral, eye drops, etc.)
 - Current date
3. The dosage of medication that is being administered to a child may not exceed either the prescribed dosage or the dosage recommended by the manufacturer.
- o The center must have written permission from a physician in order to administer a larger dosage.
 - o If the label on a non-prescription medication states that a physician must be consulted for the correct dosage for the age of the child to whom the medication is going to be administered, then the written instructions from the physician must be obtained (the physician will fill in Box 2 on the “Request for Administration of Medication” form).
4. Medication may not be administered for a period longer than permitted.
- o Medication may not be administered for longer than prescribed by a physician.
 - o Medication may not be administered for longer than requested by a parent.
 - o Medication may not be administered for longer than the manufacturer’s recommended time without a doctor’s authorization.
 - o Topical ointment used to treat the skin may not be administered for longer than 14 consecutive days without written permission from a physician. (Preventative topical ointments/lotions, such as sunscreen and diaper cream that is used as a preventative, not a treatment, may be administered for longer than 14 consecutive days).
 - o Non-prescription medication (over the counter) may not be administered for longer than 3 consecutive days in a fourteen day period.
5. We will not give medication that is:
- Expired
 - Not in the original container
 - Without written permission
 - Beyond the expiration of parent consent
 - Without written instructions from a physician (when needed)
 - In a manner that does not match the medication container or prescription
 - For non-medical reasons (such as giving Benadryl to help a child sleep)
 - Not prescribed for that child

6. Any medication that we give to your child will be recorded on the log on the back of the "Request for Administration of Medication" form. We log the date and time of the dosage, the dosage amount and the signature of the person who gave the medication. Any spills, reactions and refusals will be noted on this form.
 - If your child has a reaction to any medication, we will contact you immediately and give your child medical attention as needed. We will also contact you if your child refuses the medication.
7. Parents must give the first dose of any medication at home to avoid problems or allergic reactions, and so you can tell us the best way to give the medication to your child.
 - For antibiotics- children must be given an antibiotic at home for 24 hours before they are eligible to return to the Center.
8. All medication will be kept locked up and out of the reach of children at all times.
9. Any medication left over after the prescribed time will be sent home.

PRESCRIPTION MEDICATIONS

The medication must be in the original prescription container and be clearly labeled with the child's name, birthdate, exact dosage, name of medication, current date, number of dosages to be given daily, and the route of administration.

- Children must be given an antibiotic at home for 24 hours before they are eligible to return to the Center.

NON-PRESCRIPTION MEDICATIONS

NBCC personnel will administer non-prescription pain-reducing medications that do not contain aspirin, or non-prescription cough or cold medications that do not contain codeine. The medication must be in its original container with its original label attached. The label must specify the appropriate dosages based on the child's age and weight. Requested dosages must not exceed the manufacturers recommended dosages. The medication may not be administered by the Center for longer than 3 consecutive days.

NON-PRESCRIPTION TOPICAL OINTMENTS, CREAMS OR LOTIONS

NBCC will administer the following topical ointments, creams or lotions: sunscreen, hand cream, lotions or creams for chapped lips or skin, or petroleum jelly. The authorization for these items is valid for no longer than 12 months. If ointments are administered for skin irritations they can be administered for no longer than 14 consecutive days.

INHALERS

If your child needs to use an inhaler, a medication form must be filled out. If the child is a school-aged child (Kindergarten-5th grade), they may keep their inhaler on their person to be used when necessary. A "Request for Administration of Medication" form and a Child Medical/Health Care Plan **must** be filled out by a parent or guardian describing when and how the child is to use their inhaler. *In addition, the school age teachers must be aware of any time the child has their inhaler with them.*

CARE OF CHILDREN WITH HEALTH CONDITIONS

1. All children who have health care conditions which may require medical procedures to be performed at the center must have a Medical/Health Care Plan written and on file in the classroom and the office. This includes any health conditions such as asthma, an allergy, diabetes, etc.
 - o The Medical/Health Care Plan must include the following:
 - The name of the child
 - Identification of the health condition

- Symptoms/conditions to watch for
 - Instructions for any necessary medical procedure to be performed
 - Names of the staff members who are trained to perform the medical procedures
 - Parent permission to perform any medical procedures
 - Signature of the parent, trained staff and administrator
2. Whenever a child with a medical condition which requires medical procedures is present at the center, a trained staff member must be on the premises.

PARENT COMMUNICATION AND INVOLVEMENT

INFORMAL CONVERSATIONS

Please always feel welcome to talk to your child's teacher. If it is difficult to find time to talk when you are in the Center, leave a note for your child's teacher and they will call you at your convenience.

EMAIL

Most center information, including notes from administrators, informational flyers, the center newsletter, family event announcements, and more, will be sent out to families via email. Please make sure that you provide the office with a current email address so that you can receive important information in a timely fashion. The center email address is northbroadwaycc@att.net, the Director's email is lori-ohara@att.net.

Each classroom also has an individual email address for parent communication. They will send out information about what they are doing in the classroom, upcoming events such as field trips, and any other information relevant for their classroom. See your classroom teachers for more information.

SHUTTERFLY

Each classroom has created a Shutterfly account to share classroom information with families. Teachers will post photos, lesson plans, daily notes, a calendar, and more. Parents have to be invited to join the classroom site, and only families whose children are in that specific classroom will have access to the site. If you have any questions about the Shutterfly site, please talk to your child's teachers.

PARENT MAILBOXES

Each family is provided a mailbox, which is located outside the classroom. Please check your mailbox daily for notes from teachers or other center information.

PARENT INFORMATION BOARDS

You can find a parent information board on the wall outside your child's classroom. Look on the board for daily plans, announcements, field trip permission forms, photo and art displays, and other items of interest. Parent information boards are also located in the hallway on either side of the office.

CENTER WEBSITE

The NBCC website has a lot of valuable information about the center. We keep it updated with new information as necessary. The website address is www.northbroadwaycc.org.

PARENT CONFERENCES

Your child's teacher will give you the opportunity twice a year to schedule a parent conference. Of course, you are always welcome to schedule a conference at any time.

HOME VISITS

Because we believe that home is the most important factor in a child's development, we offer each of our families an optional home visit as they begin enrollment in a classroom. A home visit is a time for you and your child to get to know your child's teacher better and to begin to build a connection between your home and the Center. During the home visit, your child's teacher will spend time with your child while they show their teacher their toys, pets, etc. Long after the visit is over, your child will remember the fun time when their teacher visited their home.

JOURNALS

Each week your child's teacher will write a journal entry to keep you up to date on the activities your child enjoys, friends your child plays with or other special information. You should feel welcome to make comments or ask questions in your child's journal and use it as a place to dialogue with your child's teacher.

PARENT INVOLVEMENT

Our Center becomes richer as our families become more involved. We encourage you to participate in your child's classroom and in the many social and educational functions planned for parents. The following is a list of some of the many ways for parents to participate in NBCC activities:

- go on a field trip
- volunteer to help with a family event
- join your child for lunch
- share an interest or talent with a classroom
- attend a family event
- read to your child's class
- there are so many ways to be involved...see your child's teacher or someone in the office for more ideas

- If you don't have time to be actively involved in center life, you can still support NBCC by:
 - contributing to classroom wish lists
 - participating in a fundraiser (such as the book sale or Children's Carnival)
 - registering your Kroger card to NBCC- you just go to Kroger's website and register your Kroger Plus Card- then any time you shop using your Kroger Plus Card, Kroger donates money to NBCC
 - registering your Giant Eagle Advantage Care- you just go to Giant Eagle's website and register your Giant Eagle Advantage Card, and Giant Eagle donates money to NBCC

FAMILY EVENTS

NBCC hosts several family and child events each year. See below for a list of some of the events we do. Watch your email for information on upcoming events. Want to be involved? We often count on volunteers to help plan and run events- stop by the office or ask your child's teachers how you can help!

Fall Fest- the last Friday in October- a fun alternative to trick-or-treating. Each classroom plans fun activities and games for children to play. The children can dress up in their costumes (adults can dress up too!) and go to all the rooms to play the games for prizes.

Art Show- the Tuesday of Week of the Young Child, in April- the teachers put together an art show display of children's art ideas. There are many types of art displayed- all created by the children. There is also documentation showing what the children learned through their art works. It is one of the most wonderful events we do!

Spring Gala- early May- our biggest fundraiser of the year- it's a silent auction with many great items for bid. This is an adult's only event with great appetizers, neat items for bid, and a fun night out. We always need volunteers to help with

the planning and preparation.

Children's Carnival- the first Friday in June- the NBCC staff plan many fun games and activities for the children, and we even have bounce houses! It's an outdoor event and is a lot of fun for the whole family! We need parent volunteers to help run some of the games.

Playground Clean Up Day- mid-May- we always need parents to help up spruce up our playgrounds and plant new flowers and plants.

FAMILY RESOURCES

NBCC keeps a list of a variety of family resources. Any time a family needs extra support or information, you can talk to your child's teacher or the office staff and we will find information on what you need. Below are a few resources that may be helpful, you can also check out our website for more information.

Child developmental screenings

- **Columbus Kids**- Columbus Kids is a new partnership involving more than 150 community organizations (including NBCC) that was created to champion the need for kindergarten readiness and school success. Many kindergarteners start school lacking the skills they need to learn. And many children never catch up to their classmates.

The first of its kind in the nation, Columbus Kids is designed to increase the early detection of developmental delays and speech or hearing problems among preschoolers within the Columbus City Schools district and to help them get the intervention services they need to be ready to learn. www.columbuskids.org

- The **Early Childhood Resource Network+** is a program operated by the YMCA and it has many programs to offer families. Their staff perform on-site child observations at child care sites and preschools, provide ongoing family service coordination for eligible children (birth through 5 years old) and families, and conduct developmental screenings for children from 6 weeks through 5 years of age. See the NBCC website for more detailed information and a link to their website.

- **Help Me Grow**- The Help Me Grow program is designed to ensure Ohio's children receive a healthy birth and the resources to warrant a healthy and productive start in life. An integral part of Ohio's prenatal to age three system of supports, the services offered by Help Me Grow equip parents with the means to help their child acquire the early building blocks necessary for long term success. These initial achievements last a lifetime, as scientific evidence strongly suggests that a child's success is significantly determined by the quality of nurturing in the first three years of life.

Help Me Grow believes all young children deserve the same opportunities to realize their full potential in life, regardless of economic, geographic, and demographic considerations. The parenting education and child development resources provided to families allows them to maximize this critical period of development in their child's life, providing a foundation for lasting success.

Help Me Grow encompasses three components, available in all 88 counties in Ohio: **Home Visiting**, **Early Intervention**, and **Infant Hearing**. Each program strives to ensure that parents receive the individualized care and support needed to live a healthy and happy life. See the NBCC website for a link to their website.

Child health screenings

- All children should receive health screenings annually- to include vision, dental, height and weight or BMI (Body Mass Index), hearing, and blood lead and hemoglobin levels.
- NBCC offers annual speech and hearing screenings for preschool aged children through the Columbus Speech and Hearing Center (just up the street at 510 E. N. Broadway). They come to the center to do the screenings and parents

can choose to sign their child up for one or both screenings. There is a fee for the screenings. We also offer free vision screenings through the Ohio State University once a year. Please stop by the office if you have any questions about these screenings.

- Health screenings are an important part of ensuring children’s optimal development. Children are required to have a medical statement filled out by a physician upon enrollment in NBCC and every 13 months thereafter. If you don’t have a regular pediatrician, you can still get a health screening for your child. Below are some area clinics that provide free and low cost health care. See the NBCC website for more information and a more detailed list of resources- www.northbroadwaycc.org. *(Continued on next page)*

Columbus Neighborhood Health Center, Inc.

- Hours: By appointment only.
- Locations: several locations, see the website below or NBCC’s website for more information.
- Phone: For all of the centers –Call (614) 645-5500, press #1 to schedule an appointment.
- http://www.colnhc.org/

Heart of Ohio Family Health Centers

- Hours: By appointment only.
- Location: Capital Park, 2365 Innis Rd, Columbus, OH 43224 (East of Westerville Road in NE Columbus).
- Phone: (614) 416-4325
- Location: Whitehall, 882 South Hamilton Rd, Columbus OH 43213 (Hamilton & Main, across from Kroger’s)
- Phone: (614) 235-5555

Nationwide Children’s Hospital and OSU - South High Center for Primary Care

- Hours: By appointment only.
- Location: 1392 S. High Street, Columbus, OH 43207
- Phone: (614) 722-6200 — Press prompt #1 or hold for a live person.

OSU Total Health and Wellness

- Hours: By appointment on Monday, Tuesday, Thursday & Friday 8 am -5 pm, Wednesday 8 am – 12 Noon.
- Location: OSU East Hospital, 1492 E. Broad St., 12th floor of the Tower, Suite 1203, Columbus OH 43205
- Phone: (614) 685-9994

Riverside Methodist Hospital - Community Medicine

- Hours: By appointment only.
- Location: 3595 Olentangy River Road, Columbus, Ohio 43214
- Phone: (614) 566-5456

Other Family Resources

- Sometimes children need additional help to be successful. The NBCC staff are always willing to work with outside resources to help a child with their development. Some of the resources that we have worked with include:
 - Columbus City Schools- Special Needs Preschool- Intake- 365-5205
 - Worthington City Schools- Special Needs Preschool- 883-3020
 - Nationwide Children’s Hospital- Behavior Clinic- 222-1999

More Family Resources

- Clintonville-Beechwold Community Resource Center (CRC)- CRC operates out of two locations in the heart of Clintonville, as well as its Kids Club off-site program. Their services include- Family Services, Choice Food Pantry and other Material Assistance.
 - Contact information- phone- (614) 268-8118, Address- 14 West Lakeview Ave. Cols. 43202
 - CRC- East offers Senior Services, Transportation, Kinship Care, and houses their Administrative Offices.
 - Contact information- phone- (614) 268-3539, Address- 3222 N. High St. Cols. 43202
- (Continued on next page)*
- CPR and First Aid Training- Interested in learning CPR or First Aid? The Heart Start program in Gahanna teaches CPR every Saturday- their contact information is- Phone- (614) 471-6151, Website- www.heartstart.webs.com.
 - Action for Children- offers many resources for families- you can check out their website for information on “The Art of Positive Parenting” classes, health resources (including dental, hearing, vision, developmental resources), and parenting resources, such as articles and links to helpful websites. You can see more on their website- www.actionforchildren.org- look under the “For Parents” tab.

NBCC CHILD GUIDANCE POLICY

At NBCC, we believe that the goal of all discipline is to guide children toward self-discipline, enabling them to function independently and in a manner that respects the rights and privileges of group living. Our life goal for children is to see them grow into happy, active, caring and responsible members of their communities. By using appropriate guidance to help children learn caring and responsible behaviors, teachers are helping children develop positive self-images and moral autonomy. To be the most effective, child guidance practices are implemented immediately as conflicts or behaviors of concern arise.

It is important for teachers and families to work together to achieve our shared goals of children’s success at school and at home. We encourage families to use the techniques listed here when guiding and disciplining your children at home. It is our hope that because of our developmentally appropriate environment and respect for individual children’s gifts and needs, children will fit well and feel successful in our environment. There may be times when children need help being successful in our environment; in such cases parents, teachers and administrators would work together as a team to evaluate the situation and determine the best course of action for the child.

Because we view all discipline as guidance, not punishment, cruel, harsh or demeaning actions are not acceptable practices. No child shall be humiliated, shamed, frightened, hit, spanked or subject to profane language or physical abuse. No child shall be placed in a locked room or placed in object restraints, although loving arms may sometimes be necessary to help keep children safe. No child shall be disciplined for failure to eat or sleep, or for toileting accidents.

NBCC handles child guidance and discipline concerns with confidentiality.

**** This policy applies to all adults on site.***

Please see below for guidance and discipline guidelines for infants, toddlers and preschoolers.

Infant/Toddler Guidance and Discipline

Infants and toddlers are at a very active part of their young lives. Infants are continually growing and changing developmentally, and toddlers are transitioning from being infants to becoming more independent children. While infants and toddlers are learning how to become more independent, they still need help with skills and language. Toddlers are learning how to test limits with their bodies and behaviors, and may do it often. There are many things that we can do to help infants and toddlers and set them up for success as they learn and grow.

- Establishing routines and being consistent with infants and toddlers is very important.
- Infants and toddlers learn through repetition, through trying something over a period of time, so positive guidance takes time, repetition and consistency.
- Toddlers are in the process of learning many self-help skills, we can support them by setting them up for success, for example- dressing them in loose fitting clothing so that it is easier for them to dress and undress themselves; the coat flip trick makes it easier for them to put on their coats on their own.
- Language development is huge in toddlerhood- giving them the words to say in different situations is very important and will help aggressive behaviors diminish as they develop the language to be able to say “I was playing with that” for example. Our teachers talk a lot with the toddlers all through the day. They talk about what the children are doing, what they are seeing, helping them develop their language skills.
- Some key aspects of developmentally appropriate guidance and discipline with infants are developing meaningful and trusting relationships with them, talking to them about what they are seeing and feeling, and helping them learn the words for what they are feeling and doing.

The teachers in all of our classrooms use constructive child guidance practices when working with children. These guidance practices include (*Information specific to infants is in italics*):

- **Positive reinforcement**- verbal recognition of positive choices, talking to children about what the teacher saw them do that was appropriate, for example- “I see that you picked up all the blocks”, or “Wow, you’re really strong, keep going, let’s see what else you can put away”. By using language such as this, rather than saying “Good job”, we are putting the focus on the child and reinforcing the behavior that we want to see. *When working with infants, the more we talk to them about what we see them doing, the more they will learn about language and their world.*
- **Encouragement**- similar to positive reinforcement, we are putting the focus on the child and the appropriate behavior. For example, as a child works on trying to learn how to do the coat trick, the teachers will encourage the child to keep trying, and talk with her about the steps, rather than doing it for her. They will recognize how the child feels, for example, “How did you feel when you put your shoes on?” *In the infant room, we would encourage the children in a similar manner yet more appropriate to their development, for example when an infant is starting to learn self-help skills, the teacher will encourage them by saying something like- “Yea! You put your coat on!” and smile with the infant. This helps the infant learn and be excited about learning a self-help skill.*
- **Modeling**- the teachers will model appropriate behavior to the children to help them learn, for example, for a child who is having some difficulty in interacting with his peers, they may model how to interact with other children. Toddlers love to copy, this makes teacher modeling an effective technique for showing toddlers appropriate behavior. *For example, with infants we may tell them to touch another child with a gentle touch, then we will show them what that looks like.*
- **Active listening**- the teachers will actively listen to the child by being attentive, putting their bodies at the same level as the child’s, looking at them while they are giving the teacher a message, they may also repeat back what they hear the child say to make sure that they heard them accurately, ex- “This is what I heard you saying”. When there is a conflict between children, the teachers will use active listening with both children, giving them each the opportunity to say what happened and how they felt. This shows both children that the teacher values what they are saying/feeling. The teacher may also ask the children questions to understand what they are saying. *For infants, active listening is just that, actively listening to them when they talk and babble to the teachers. This lets them know that their caregivers are available and paying attention to them, which helps build the relationship and trust between them. This relationship with their caregivers (parents and teachers) is the foundation for them to learn about their world, including appropriate behaviors.*

- **Problem-solving**- the teacher will ask the children how they think the problem can be solved. They will encourage the children to work through the problem first (if it's safe) and then they may work with the children to create a plan that they can each work with. If the issue is over a toy, a child may ask to be next with the toy.
- **Redirection**- this involves the teacher redirecting a child away from a situation where they are having a difficult time and have not responded to reminders from the teacher. The teacher will give the child some other choices to pick from and help them move to another activity. The choices will be choices that the teacher is comfortable with and can follow through on, for example, if a child is throwing blocks in the block area and has been told that it is not a safe choice to throw blocks, that blocks are for building, they may be redirected to another area of the classroom until they are able to make safe choices. Another example- "It's not safe to climb on the table, you can climb on the bench". *Redirection is also used with infants, if they are behaving in a way that is unsafe to themselves or another child, they will be told that they are not being safe (explained to them in language appropriate to their developmental level) and be helped to choose another idea in the classroom.*
- **Natural and logical consequences**- it is important that natural and logical consequences are related to the issue at hand, for example, if you spill the milk, you clean it up; if you choose to jump in the puddle, you are going to be wet; if you run in the parking lot, you can get hurt, so I am going to hold your hand. It is important to tell the children what the consequence is, and how it is related to their behavior. With toddlers, it is also important to tell them what is going to happen and your expectations, for example when the book fair was in the hallway, teachers would say to their toddlers "The book fair is in the hall, we are going to walk down the hall and look at the books, but keep your hands in your pockets".
- **Follow through and consistency**- in order for guidance and discipline techniques to be effective, teachers work to be consistent and follow through with consequences for inappropriate behaviors. That is why it is important to ensure that when a child is given a choice or a consequence, it must be one that the adult can follow through on. *Follow through and consistency is also very important with infants. Young children learn through repetition, so they need to hear the same message from all their caregivers each time a specific situation occurs. For instance, if an infant climbs on a bookshelf, they should hear the same message each time it happens- an example could be: "It's not safe to climb on the bookshelf, let's get a book and sit down and read it together".*
- **Time out**- we do not use time out at NBCC because we don't feel it works in the long term. We use the methods listed above so that guidance and discipline are learning experiences for the children. There may be times when a child needs to be away from a situation, in this instance, the teacher will work with the child on techniques to calm down and control their body.

Examples of language you may hear in a classroom-

- If a child hurts another child, we don't force children to say they are sorry, however we do work with them on how they can help a child who has been hurt or upset. They will be asked to check on the child's body, for example: "I see that Tommy is sad, it hurt when you hit him, please check on his body to see if you can help him".
- Teachers give children messages about expected behaviors, daily tasks, etc. "Next we are going to put our coats on to go outside". Children may also give each other messages. "I want to play with the car too, can I be next?"
- Teachers notice what the children say and do, for example "I see that you...", or "It's helpful when you...", "I hear Susie giving you a message about..."

Preschool Guidance and Discipline

Preschoolers are becoming more and more self-sufficient, and they are also forming their own opinions of what they think is fair and not fair. These attributes, while positive in nature, can lead to challenges with the other children and

teachers in a group environment. Preschool children still need help in learning how to appropriately express themselves and handle conflicts in the classroom. There are many things that we can do to help preschoolers and set them up for success as they continue to learn and grow.

- Being consistent with preschoolers is very important, especially with limits, consequences and routines.
- Children learn through repetition, so positive guidance takes time, repetition and consistency.
- While preschool aged children have the language to communicate with each other, they sometimes need help using it. Helping them use the words they have in different situations is very important and will help aggressive behaviors diminish as they develop the ability to consistently use language in various situations. Our teachers talk with the preschoolers throughout the day. They talk about what the children are doing, extend on their learning, and help them work through conflicts.

The teachers in all of our classrooms use constructive child guidance practices when working with children. These guidance practices include:

- **Positive reinforcement**- talking to children about what the teacher saw them do that was appropriate, for example- “I see that you picked up all the blocks”. By using language such as this, rather than saying “Good job”, we are putting the focus on the child and reinforcing the behavior that we want to see.
- **Encouragement**- similar to positive reinforcement, we are putting the focus on the child and the appropriate behavior. For example, as a child works on trying to learn how to zip her coat, the teachers will encourage the child to keep trying, and talk with her about the steps, rather than doing it for her. They will recognize how the child feels, for example, “How did you feel when you put your shoes on?”
- **Modeling**- the teachers will model appropriate behavior to the children to help them learn, for example, for a child who is having some difficulty in interacting with his peers, they may model how to interact with other children by sitting with a group of children and talking about how to share.
- **Active listening**- the teachers will actively listen to the child by being attentive, putting their bodies at the same level as the child’s, looking at them while they are giving the teacher a message, they may also repeat back what they hear the child say to make sure that they heard them accurately, ex- “This is what I heard you saying”. When there is a conflict between children, the teachers will use active listening with both children, giving them each the opportunity to say what happened and how they felt. This shows both children that the teacher values what they are saying/feeling. The teacher may also ask the children questions to understand what they are saying.
- **Problem-solving**- the teacher will ask the children how they think the problem can be solved. They will encourage the children to work through the problem first (if it’s safe) and then they may work with the children to create a plan that they can each work with. If the issue is over a toy, a child may ask to be next with the toy.
- **Redirection**- this involves the teacher redirecting a child away from a situation where they are having a difficult time and have not responded to reminders from the teacher. The teacher will give the child some other choices to pick from and help them move to another activity. The choices will be choices that the teacher is comfortable with and can follow through on, for example, if a child is throwing blocks in the block area and has been told that it is not a safe choice to throw blocks, that blocks are for building, they may be redirected to another area of the classroom until they are able to make safe choices.
- **Natural and logical consequences**- it is important that natural and logical consequences are related to the issue at hand, for example, if you spill the milk, you clean it up; if you choose to jump in the puddle, you are going to be wet; if you run in the parking lot, you can get hurt, so I am going to hold your hand. It is important to tell the children what the consequence is, and how it is related to their behavior.

- **Follow through and consistency**- in order for guidance and discipline techniques to be effective, teachers work to be consistent and follow through with consequences for inappropriate behaviors. That is why it is important to ensure that when a child is given a choice or a consequence, it must be one that the adult can follow through on.
- **Time out**- we do not use time out at NBCC because we don't feel it works in the long term. We use the methods listed above so that guidance and discipline are learning experiences for the children. There may be times when a child needs to be away from a situation, in this instance, the teacher will work with the child on techniques to calm down and control their body.

Examples of language you may hear in a classroom-

- If a child hurts another child, we don't force children to say they are sorry, however we do work with them on how they can help a child who has been hurt or upset. They will be asked to check on the child's body, for example: "I see that Tommy is sad, it hurt when you hit him, please check on his body to see if you can help him".
- Teachers give children messages about expected behaviors, daily tasks, etc. "Next we are going to put our coats on to go outside". Children may also give each other messages. "I want to play with the car too, can I be next?"
- Teachers notice what the children say and do, for example "I see that you...", or "It's helpful when you...", "I hear Susie giving you a message about..."

Ways we use positive language to talk to children:

1. **Active listening:** Child: "See my painting?" Teacher: "Yes, I see your painting."
2. **Expanding child's ideas:** Child: "See my painting?" Teacher: "I see that you've made lots of red lines in your painting."
3. **Give specific praise:** "I see you put away the blocks. You put all the long blocks here and all the square blocks there."
4. **Help children attend to their feelings and behaviors:** Teacher: "You hit Kevin. You look angry. Tell me what happened."
5. **State rules, limits and expectations clearly:** Teacher: "I know you felt angry with Kevin, but it hurts his body when you hit him. You can tell Kevin, "Don't move my blocks."
6. **Ask genuine questions:** Child: "I can't make my blocks stay up!" Teacher: "What have you tried?"
7. **Encourage problem-solving:** Child: "We want the water to go in there." Teacher: "How could we do that? What kinds of things will we need?"
8. **Express empathy:** Child: "Marta isn't being nice to me." Teacher: "That's really hard. Would you like to give Marta a message?"

Some more examples of positive language:

“Let’s find something else to work on.”

“Our hands stay on our own bodies.”

“What is your idea?”

“What would you like to say to Tommy?”

“What can I do to help you?”

“Look at Billy’s sad face. He wanted to knock down his own tower. You may knock down your tower.”

“I heard Susie give you a message about...”

“It looks like you’re feeling _____ when _____.”

“When you play with your food, you’re showing me you’re all done.”

“When you _____ (i.e., put your clothes on), then _____ (i.e., you can play with your toys).”

Some pointers when dealing with a problem:

1. Stop, look and listen
 - Do they need your help or can they solve it on their own?
2. Validate, validate, validate
 - Not once, but two or three times. Why solve problems if all the children want is to be heard.
3. Get down on the level of the children
 - Sit down or bend over
 - Touch their bodies
 - Be an active participant
4. Make comments rather than questions
 - State what you saw
 - Use reflective listening
 - Saying “Use your words” is not effective with young children. They need to be given the strategy.
5. Provide limited choices and strategies
 - If they are not ready for open-ended questions (What should we do?) They may be able to choose between A and B- ex: Would you like to take turns with this ball or would you like me to get another ball?
6. Don’t provide choices or limits that don’t truly have a choice (ex: diapering)
 - It’s not a choice to get a diaper change, but we can give some control by asking “Would you like your diaper changed now or in five minutes?”
7. Redirect
 - If we solve every problem that comes along, no one has time to play

CHILD BEHAVIOR POLICY

Because we believe it is important for families to be actively involved in their children's life at NBCC, we want to make sure that families are aware of their children's strengths and their challenges. Teachers talk with families every day at drop off and pick up times to share information about the children's daily experiences. Occasionally there may be a time when we need to give families a written report regarding an incident that has happened. The following policy will be followed in these instances:

- If a child is hurt, the teacher will fill out an accident/incident report describing the situation.
- If a child is hurt by another child, an accident/incident report will be filled out for both children, to ensure that both families are aware of the situation.
- Examples of incidents that would be written on an accident/incident report include-
 - biting
 - aggressive behavior- such as pushing or hitting that is excessive or causes an injury
 - a behavior that is developmentally inappropriate for the child's age.
- While we do understand that some behaviors are developmentally appropriate for certain ages, for example: biting is a developmentally appropriate behavior for toddlers, we still want families to be aware of the behavior. Also, we want to have a record of the behavior so that if it does become excessive or unusual, we have a record of it from the beginning to help us look at why the behavior may be happening.
- Should we find that a child's behavior becomes excessive or unusual, we will follow our Child Guidance Evaluation Process, which is outlined below.

CHILD BEHAVIOR AND GUIDANCE EVALUATION PROCESS

Sometimes we find that children may be having difficulty participating in a positive way or feeling successful in our environment. Continued emotional upset, unhappiness, anger or unusual patterns of behavior may indicate this kind of difficulty. Behavior patterns may include: physical aggression toward other children or adults, destroying property, using profane language, running from the group, not responding to adults, withdrawing, continued crying or regressive behaviors.

Because teachers and administrators want to be aware of changes or patterns in children's behaviors, when unusual behavior occurs teachers will complete an "unusual incident report" and share it with parents. Because the home is the most important factor in a child's development, parents are an integral part of the process of evaluating any unusual incidents.

Child Behavior Concerns- Sometimes a teacher or parent may have a concern about a child's behavior. When a concern is identified about a child's behavior, the following process will be followed:

1. The classroom teachers will observe the child's behavior, record their observations, and document the concerns. The teaching team will work on some classroom strategies to address their concerns. If necessary, the teachers will meet with the Director or Asst. Director to discuss their concerns.
2. Based on the observations, a plan will be created. The plan may include times for the Director to do observations, teaching team meetings, filling out an additional ASQ or ASQ-SE assessment, using the Teaching Strategies Assessment System.
3. If the child's behavior continues to occur despite the consistent use of typical child guidance techniques, teachers will make a plan to talk to the child's parents. The plan will include filling out a Child Behavior Plan which will document the behavior concern, what the goals for the behavior are, and what the teachers will do to help the

child work on their behaviors. A copy of the plan will be given to the parents when the teachers discuss the plan with them.

- A formal conference does not need to be scheduled at this time unless teachers or parents feel it is necessary.
4. If the child's behavior continues and/or intensifies, and more formal action needs to be taken, a Child Action Plan will be written and implemented. The Child Action Plan will identify the behavior or behaviors of concern, the goals for the child's behavior, and an action plan for accomplishing the goals.
- The Child Action Plan will be created by a team that includes the child's teachers, the center director, and the child's parents.
 - A Child Action Plan may include: ideas for changes in classroom interactions, behavior contracts, observations, videotaping, anecdotal records and other environmental documentation, staffing plans, outside consultation, timelines for anticipated changes, and other strategies.
 - A parent conference will be scheduled at this time to go over the Child Action Plan with the child's parents.
 - If necessary, the Director/Assistant Director may attend the parent conference.
 - During the conference, a time will be set to follow up as a team to review the child's progress and discuss further actions.
 - *If the parent or teacher feels the child needs additional help/resources, a referral must be made within 90 days.*

Because our hope is to help all children fit well and feel successful in our environment, all efforts will be made by the team of parents, staff and administrators to encourage the child's positive participation in the classroom.

If, as a result of the above processes, teachers, administrators, and/or parents feel that the child needs additional help or resources, a referral must be made within 90 days. Resources for referral include, but are not limited to Columbus Public Schools, or other public school system, Columbus Speech and Hearing Center, Help Me Grow, a psychologist, St. Vincent's, Nationwide Children's Hospital Behavior Clinic, Action for Children.

Should there be an instance where no intervention by the team of parents, staff and administrators affects positive change for the child, families may be asked to find alternative care for their child. If we consider a behavior to be severe or excessive, immediate consequences may be implemented. These consequences may include the immediate involvement of the director, acceleration of the action plan process, suspension, and/or termination of care.

TRANSITIONS

A child's transition to a new classroom is a well-planned and prepared for process that includes the teachers, center administration, children and parents. First, the center Director maintains lists of each classroom and notes when the children will be age eligible to transition to the next classroom (Infants to toddlers- at 20 months, toddlers to preschool- at 3 years old). Next the director looks at the openings that will be coming available and works to place each child in an open space. Parents are asked to complete surveys annually to help determine which classroom their child may transition into. Children are moved to the next classroom as close as possible to when they are age eligible, however there may not be an opening exactly when the children are eligible. If a teacher or parent has a concern about their child's readiness to transition to the next age group, they should discuss it with the director.

Prior to your child starting their transition into a new classroom, your child's current teacher will set up a time for a transition meeting with parents and teachers from both classrooms. During the meeting parents and teachers will discuss the transition process, parent goals for the transition process, as well as their goals for the child moving forward in the new classroom. The new teachers will discuss their classroom and answer any parent questions.

The actual transition process is a gradual process to give your child the time to get used to the teachers and children in their new classroom, as well as the time to adjust to leaving their friends and teachers behind in their old room. Below is some information about how this process will take place.

INFANT TO TODDLER TRANSITION

The child's transition will be a week long process, and will start before the child's first full day in the new classroom. A teacher from the current room will set up a transition conference with the child's parents. This conference will include teachers from both classrooms and should occur prior to the child's transition.

On Monday and Tuesday, an infant teacher will accompany the child to the toddler room to play for a 1/2 hour, gradually increasing the time during the week. Additionally, an infant teacher will accompany the child to the lunchroom to eat with the toddler class on Wednesday.

On Wednesday, an infant teacher will accompany the child to the toddler room, play for a few minutes and then leave the room, returning to accompany the child to lunch, if necessary.

On Thursday, an infant teacher will accompany the child to the toddler room, play for a few minutes and then leave the room, the child will nap in the toddler room and return to the infant room after nap.

On Friday, the parent will drop off their child in the toddler room. The child will spend the day in the toddler room, eat lunch with them and nap in the toddler room, returning to the infant room at 5:00 on Friday.

There will be the option of additional transition time if a child needs it, to be determined by parents and the teachers.

During these two weeks it is important for the parent to talk to the child about what they are experiencing, to share in their excitement, and to understand how difficult transitions can be for young children. In addition, it is important for the parent to communicate with the teachers in both classrooms during the transition process. Parents are encouraged to observe their child in the toddler room from an observation window.

By giving the child the time to get adjusted to their new surroundings with the security of a familiar teacher, we support them during this significant experience. If parents have any questions or concerns, please do not hesitate to talk to any of the teachers or the director. We work hard to help the children and their families experience a smooth transition to their new room.

- *See below for how we help prepare your child to move to a toddler room*

(Continued on next page)

What we do in the infant room to help prepare your child for the toddler room:

In addition to the 2 week transition process, these are ways we help the children prepare to transition.

- The children:
 - o start eating at the table using child sized dishes and utensils
 - o start using an open cup for milk
 - o move to 3 meals a day- breakfast, lunch and snack
 - o move from a crib to a cot and move to one nap a day after lunch
 - o may visit the toddler playground
- The teachers talk to the children about the toddler rooms and may stop by for a quick visit.
- During the transition weeks, teachers from both rooms will communicate with each other about how the transition is going. This helps the transition go as smoothly as possible because the new teachers can get

additional insights about the child from the old teachers, and the teachers can also communicate more effectively with parents about the transition.

How you can help prepare your child for their transition to a toddler room:

- Talk to your child about their new room-
 - o help them feel excited about moving
 - o encourage them to talk about what may scare them about moving
 - o acknowledge that they are going to miss their old teachers
 - o reassure them that their new teachers are going to be there to help them too
 - o talk about some of the children they may know in their new room

- Visit the new toddler room with your child
 - o Stopping by the new room at pick up time can help you and your child start to get familiar with where it is and who will be there.
 - o If you have any questions, you can stop by the room at pick up or drop off to ask the teachers a question or two- however, if you have several questions, or questions that require a longer answer, please give us a call and we can arrange a time when the teacher can step out of the room to call you and answer any questions you may have.

- Participate in a transition meeting with your child's current and new teachers.

- Help your child work on some of the above items at home.

TODDLER TO PRESCHOOL TRANSITION

The child's transition will be a week long process, and will start before the child's first full day in the new classroom. A teacher from the current room will set up a transition conference with the child's parents. This conference will include teachers from both classrooms and should occur prior to the child's transition.

On Monday and Tuesday, a toddler teacher will accompany the child to the preschool room to play for a 1/2 hour, gradually increasing the time during the week. Additionally, a toddler teacher will accompany the child to the lunchroom to eat with the preschool class on Wednesday.

On Wednesday, a toddler teacher will accompany the child to the preschool room, play for a few minutes and then leave the room, returning to accompany the child to lunch, if necessary.

On Thursday, a toddler teacher will accompany the child to the preschool room, play for a few minutes and then leave the room, the child will nap in the preschool room and return to the toddler room after nap.

On Friday, the parent will drop off the child in the preschool room. The child will spend the day in the preschool room, and lunch with them and nap in the preschool room, returning to the toddler room at 5:00 on Friday.

There will be the option of additional transition time if a child needs it, to be determined by parents and the teachers.

During these two weeks it is important for parents to talk to their child about what they are experiencing, to share in their excitement, and to understand how difficult transitions can be for young children. In addition, it is important for the parent to communicate with teachers in both classrooms during the transition process. Parents are encouraged to observe the preschool room from an observation window, if the classroom has one.

By giving the child the time to get adjusted to their new surroundings with the security of a familiar teacher, we support them during this significant experience. If parents have any questions or concerns, please do not hesitate to talk to any of the teachers or the director. We work hard to help the children and their families experience a smooth transition to their new room.

What we do in the toddler rooms to help prepare your child for a preschool room:

In addition to the 2 week transition process, these are ways we help the children prepare to transition.

- The children:
 - o Work on potty training with the goal to be completely potty trained before moving to a preschool room
 - o Continue to work on self-help skills
 - Using dishes and utensils at meals to be better able to serve themselves
 - Dressing and/or changing their clothing on their own
 - Putting on coats, gloves, etc. on their own
 - Move through the steps of a potty turn independently
 - o May visit the preschool playground
- The teachers also help the children learn how to work through challenging issues appropriately:
 - o they will start to learn problem solving skills
 - o how to take turns and share materials
 - o how to assert themselves appropriately
 - o how to hear their friends messages
 - o how to use language to express themselves (helping them find the words to use and how to use them)
- The teachers talk to the children about the preschool rooms and may stop by for a quick visit.
- During the transition weeks, teachers from both rooms will communicate with each other about how the transition is going. This helps the transition go as smoothly as possible because the new teachers can get additional insights about the child from the old teachers, and the teachers can also communicate more effectively with parents about the transition.

How you can help prepare your child for their transition to a preschool room:

- Talk to your child about their new room-
 - o help them feel excited about moving
 - o encourage them to talk about what may scare them about moving
 - o acknowledge that they are going to miss their old teachers
 - o reassure them that their new teachers are going to be there to help them too
 - o talk about some of the children they may know in their new room
- Visit the new preschool room with your child
 - o Stopping by the new room at pick up time can help you and your child start to get familiar with where it is and who will be there. *(Continued on next page)*
 - o If you have any questions, you can stop by the room at pick up or drop off to ask the teachers a question or two- however, if you have several questions, or questions that require a longer answer, please give us a call and we can arrange a time when the teacher can step out of the room to call you and answer any questions you may have.
- Participate in a transition meeting with your child's current and new teachers.
- Help your child work on some of the above items at home.

TRANSITION TO THE STAR ROOM

The transition to the Star room is different than the above policies. Because the current Stars stay in their room until they start kindergarten, there won't be a two-week transition period where the new children visit the room and return to their own room. The future Stars will start right into the room on the Tuesday after Labor Day. Many of the children already know each other and the Star teachers from the playground, lunchroom, etc., however they have not interacted together as a group. During the first few weeks the children and teachers will get to know each other as a new group, participating in activities that help them get to know the teachers, the room routine, and each other. The new Stars are usually so excited about being in the Star room that the transition goes very smoothly.

Summer Star Room Transitions- occasionally there may be openings in the Star room for the summer before children go to kindergarten. If there is an opening, children from the Lollipop, Rainbow or Butterfly rooms may have the option to transition to the Star room for the summer. To be eligible, the children must be going to kindergarten that fall. Like the transition in the fall, the children will move right into the Star room without a 2 week transition. If you are interested in your child moving to the Star Room for the summer before kindergarten, please stop by the office and talk to the Director.

What we do in the preschool rooms to help prepare your child for the Star room:

- The teachers talk to the children about the Star room and may stop by for a quick visit.
 - o The Star teachers will talk to the children when they see them on the playground and in the lunch room.

How you can help prepare your child for their transition to the Star room:

- Talk to your child about their new room-
 - o help them feel excited about moving
 - o encourage them to talk about what may scare them about moving
 - o acknowledge that they are going to miss their old teachers
 - o reassure them that their new teachers are going to be there to help them too
 - o talk about some of the children they may know in their new room
- Visit the Star room with your child
 - o Stopping by the new room at pick up time can help you and your child start to get familiar with where it is and who will be there.
 - o If you have any questions, you can stop by the room at pick up or drop off to ask the teachers a question or two- however, if you have several questions, or questions that require a longer answer, please give us a call and we can arrange a time when the teacher can step out of the room to call you and answer any questions you may have.
- Participate in a transition meeting with your child's current and new teachers.

OHIO DEPARTMENT OF JOB AND FAMILY SERVICES INFORMATION

CENTER PARENT INFORMATION REQUIRED BY OHIO ADMINISTRATIVE CODE

The facility is licensed to operate legally by the Ohio Department of Job and Family Services. This license is posted in a conspicuous place for review.

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

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

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

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

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

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

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

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

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SAFETY POLICIES

The safety and well-being of your children is our greatest concern at NBCC. We follow these guidelines to help ensure safety:

1. Each child or group of children is always supervised by a staff member who is responsible for their safety.
2. Proper group ratios are maintained at all times.
 - Infants: 1:4, Toddlers: 1:6, Preschoolers: 1:10, School-agers: 1:15
 - Maximum Group Sizes: Infants- 10, Toddlers- 12, Preschoolers- 20, School-agers- 32
3. Each child's name is marked on the attendance form upon arrival and departure to ensure that teachers are aware of each child's presence in the Center.
4. All center staff and volunteers must complete a fingerprint screening upon hire and every four years thereafter, and a probationary period of employment.
5. Children will be released only to authorized individuals. Authorized pick-up forms must be completed by the parent or guardian of each child.
6. Teachers closely supervise any potentially unsafe activity, such as cooking, cutting, woodworking, any use of tools, climbing activities on the climbing equipment, and water play. Children may be required to stop those activities that teachers feel may be unsafe.
7. Should an accident or injury occur, an "accident report" will be completed. The person who picks up the child will be asked to sign the report and will be given a copy. You may receive a phone call from a staff member if your child is unduly upset or if the condition worsens. You will be called immediately should your child have any injury to the head.
8. Teachers are trained in CPR, First Aid, Communicable Disease recognition, and Child Abuse recognition.
9. Each classroom has a First Aid kit. When classrooms take walks, a teacher carries a First Aid backpack, roster of the children, any necessary medication, and a cell phone.
10. Each classroom is equipped with a phone and an intercom.
11. Children participate in monthly fire drills and seasonal tornado drills. Emergency procedures and evacuation maps are posted in each classroom.
12. All employees of a childcare center are required under section 2151.421 of the Ohio Revised Code to report any suspicions of child abuse or neglect to the Department of Children's Services.

CHILD SAFETY GUIDELINES

Please help us keep your children safe by following these guidelines:

1. All children must be walked to and from their classroom for drop off and pick up by their parent or guardian.
2. Children may not walk anywhere in the building or on the grounds without their parent or guardian, or a teacher. For example, children may not go up to their classroom alone while their parent waits in the car or by the office.
3. Please help the children remember to walk in the hallways.
4. If your child wants to go down the ramp, you must go with them, not walk down the 1st floor hallway and meet them at the bottom of the ramp.
5. Outside- please do not let the children climb the trees on the grounds- there is no soft fall zone and we don't want the children to get hurt.
6. Please do not let your children play on the stone steps at the end of the building.

PARKING LOT SAFETY RULES

Due to our various programs, there are children and families coming and going all day long, as well as church members and visitors. Please help us keep our children safe by following the Parking Lot Safety Rules listed below.

1. Most importantly- Please Slow Down!
2. Do not leave vehicle running when dropping off children in the building.
3. Do not come in the exits, including the exit to Oakland Park.
4. Turn the vehicle engine off when parked, even if you are sitting in the vehicle.
5. Do not park in handicapped spaces.
6. Please don't eat, drink, talk on cell phones, or play loud music at any time while driving in the parking lot.
7. Be responsible for helping to enforce these rules for everyone- either by talking to NBCC staff or the vehicle driver if you see someone not abiding by these rules.

Reminders:

- Put the mobile child in the vehicle first.
- Buckle children in car seats after they are all in the vehicle.
- Hold hands in the parking lot.
- Try to avoid parking situations that require backing up, pull through whenever possible.
- Lock your car and keep valuables and purses out of sight.

EMERGENCY AND EVACUATION PROCEDURES

EMERGENCIES REQUIRING EVACUATION

In the event of a fire, or evacuation emergency, we evacuate the building immediately. After an official head count and clearance from the fire department, we will return to the building. If we are unable to return to the building, our designated place to go is Columbus Mennonite Church on Oakland Park. The second alternatives are Clinton Elementary School on Clinton Heights or Immaculate Conception School on East North Broadway.

GENERAL THREAT

In the event of a general threat where children would need to be in one place for their safety, the NBCC staff and children will meet in Anniversary Hall (Rumpus Room).

1. When the administrator is notified of a threat, they will call 911, and calmly notify classrooms that they need to evacuate to Anniversary Hall. The Administrator(s) will take emergency contact information and the center cell phones with them so that families can be contacted. The Administrator (or other office person) will contact the church to inform them of the situation.
2. Children should be moved as quickly as possible to Anniversary Hall, where the teachers will do a head count and have it ready for the administrator. Once the children are all accounted for, the administrators will come up with a plan of action. This could include accessing food, water, blankets, activities for the children, and television/radio for updated information. The administrator will delegate jobs to staff as needed.
3. Once the plan is in action, families will be called or communicated to through the One Call Now system and, if necessary, the media.

BOMB THREAT

In the event of a bomb threat, the children will need to be evacuated from the building. The director or administrator in charge will call 911. The second person in charge will take emergency contact information with them so that families can be contacted.

1. The Administrators will quickly contact each room letting teachers know to evacuate immediately. Teachers need to calmly gather children's coats (if necessary and if time permits) and file out of the building. The Administrator (or other office person) will contact the church to inform them of the situation.
2. All classrooms will meet in the back yard of the church parsonage for further instruction. The teachers will do a head count and have it ready for the administrator. Once the children are all accounted for, we will evacuate to our primary evacuation spot- the Columbus Mennonite Church behind the center on Oakland Park. Secondary evacuation locations are Clinton Elementary School and Immaculate Conception School.
3. The Administrator will delegate jobs to staff, as needed, once the situation is assessed. After children are in a safe location, a second face to name head count will be taken. Families will then be notified through One Call Now, as well as news stations, if necessary.
4. Cell phones should be brought to evacuation site so that parents can be notified in a timely manner.

PHONE THREAT

In the event that NBCC would receive a phone threat, the administrator will decide what course of action should be taken. First 911 will be called, then based on the situation and recommendation of the authorities a plan of action will be made. Possibilities include- locking down classrooms, evacuating the building, gathering in Anniversary Hall, calling families, and more if recommended by the authorities. The Administrator (or other office person) will contact the church to inform them of the situation.

LOCK DOWN

In the event of an emergency that would necessitate the lock down of classrooms, the following procedures should be followed.

1. The Administrator will call 911. The Administrator (or other office person) will inform each classroom that they need to lock down their rooms. The Administrator (or other office person) will then contact the church to inform them of the situation.
2. As soon as a classroom is informed of the lockdown, teachers should immediately lock their classroom doors and gather the children in the safe spot in their room.
3. Teachers should stay with the children and help them stay as quiet and calm as possible, while understanding that this will be a stressful and scary situation for both children and adults, particularly if the situation becomes threatening.
4. If a classroom group is not in their room, for example they are on the playground or in the Rumpus Room, they should follow the instructions for the safe spots for that area.
5. The children and teachers will remain in their room's safe spot until the administrator has given the all clear. In the event children may need to be evacuated they will receive instructions from the administrator.

EMERGENCY CLOSINGS

Our Center may close when heat, electricity, water, or phone service is not available. This decision will be made on a case by case basis at the discretion of the Director and may be based on one or more of the following criteria: time of day, weather, information received from authorities, etc.

If an emergency should arise after children have already arrived, we will call you to inform you about what is happening and if you will need to pick up your child. **It is essential that we have accurate telephone numbers for you and your emergency contacts.** Please inform the office if any contact information has changed.

POWER OUTAGES

If there is no electricity at the time the center opens (6:30am), we will wait until 10:00am, if the power is still not on, we will close for the day. We ask that children not be dropped off until we know if the power is going to be restored.

If the center does have electricity at opening, but it goes off in the morning before 10:00am, we will wait until 10:00am, if the power is not restored, we will close for the day. Parents will have the choice to drop off their children, however, if the center has to close the children will need to be picked up within one hour.

If the electricity goes out after 10:00am, we will wait one hour, if the power is not restored, we will close for the day and children will need to be picked up within one hour.

SNOW CLOSINGS

NBCC will close in the case of a Level-2 Snow Emergency. If it is a Level-2 at 6:00am, the center will be closed for the day. If a Level-2 Snow Emergency is declared during the day, the center will close immediately.

In the case of a Level-1 Snow Emergency- If there is a Level-1 in the morning, or if a Level-1 is declared during the day, the Director will have the discretion to make the decision on whether to close the center. The decision to close will be based on several factors including- the current weather conditions, road conditions, forecast, and any other relevant information. If a Level-1 is declared in the morning, and the center decides to open, the decision to close may still be made later in the day due to any changes in the above factors.

- ***For all emergency and snow closings, families must pick up their children within one hour of notification of the center closing.***

FIELD TRIP SAFETY

ROUTINE WALKS

Routine walks are an important part of the children's involvement in the community and offer an interesting addition to the curriculum. Routine walks are defined as walks that occur north, south or east of the center in a three block radius that does not include using the High St. sidewalk or crossing High St. Routine walks do not include entering any businesses, buildings, or parks. Appropriate teacher/child ratios are maintained and a teacher carries a first aid backpack, cell phone and emergency phone numbers on all walks. All trips considered routine walks as defined above will be authorized by signing the Parent Authorization form in your child enrollment packet. All trips not considered a routine walk will require a parent's signature on a separate field trip form for each trip.

FIELD TRIPS

Field trips are defined as any trip (other than a routine walk) in which the children are away from the center.

- You will be required to sign a permission form to allow your child to participate in each special outing or field trip. The date of the field trip and the destination will be included on the permission form.
- Families are responsible for necessary fees associated with the field trip.
- Your child will wear identification, including the Center name, address and telephone number.
- To help ensure the children's safety, each child will be assigned to a specific teacher while on the field trip and will remain with that teacher at all times. Each teacher will have a list of the children for which she/he is responsible. They will check attendance when they leave the classroom, before they board the van, before the vans leave, and when they disembark from the vans. At their destination teachers will re-check attendance at least every 10-15 minutes, and then follow the same procedure when boarding the vans to return to NBCC.
- A First Aid kit, cell phone and emergency phone numbers will be taken on each field trip and a staff member trained in First Aid/CPR and Communicable Disease will accompany children on each field trip or special outing.

- Our staff-child ratio requirements will be maintained when children are transported or escorted on routine walks, field trips or special outings. We strongly encourage parent volunteers to accompany their child during field trips.
- NBCC buses are used for transportation on field trips. The buses meet all the specifications required by the ODJFS Child Care Licensing Rules for transportation. Your child will be transported in accordance with appropriate restraint systems. If your child weighs less than 40 lbs. and/or is under four years of age, they will be seated in a child safety seat that has been built into the bus seats. If your child is over 40 lbs. and 4 years, but under 8 years of age and 4'9" tall, they will be seated in a child safety seat that has been built into the bus seats. If your child is over 8 years of age and 4' 9" tall, they will ride in the bus with a lap seat belt.
- All NBCC staff driving the buses have participated in an annual driver training class as mandated by the Ohio Department of Job and Family Services.

FIELD TRIP GUIDELINES FOR FAMILY HELPERS

We encourage you to accompany your child's class on field trips whenever it is possible for you. Field trips are fun and educational for people of all ages. We've provided you with some helpful guidelines to make your field trip experience a positive one.

1. Remember that your primary job on the field trip is to help the teachers, interact with the children and have a good time.
2. You will not be given responsibility for any group of children, large or small. A teacher will be supervising the children at all times.
3. You should lend assistance to teachers where you see a need or when they ask, but you should not feel that you have to be "in charge." Let teachers know what you feel comfortable doing.
4. Family helpers should follow the teachers' guidelines and maintain consistent limits with the teachers.
5. Please stay with the group at all times, even if you are accompanying your own child.
6. Please do not buy children food, candy or other items unless the purchase is a specified part of the field trip.

SWIMMING POLICY

During the summer months the children of NBCC engage in water play. The infants play with water only in a sensory table. The toddlers and preschoolers play with water in sensory tables and sprinklers on the playgrounds. Children preschool and younger do not swim in a pool.

Our school age Clubhouse program takes the children swimming at a pool every Friday during the summer. We typically use the Worthington Community Center pool, where they have lifeguards on duty. Parents are required to sign a "Permission for swimming" form for their child to participate in swimming activities and comment on their child's swimming ability. Each trip to the swimming pool requires a new field trip permission slip.

Teacher/child ratios will be maintained and trained lifeguards will be on duty at all times while the children are

swimming. NBCC teachers will be in the pool swimming with the children, and one teacher will be on the edge of the pool supervising.

SPECIAL CONSIDERATIONS

SUPER-HERO OR POWERFUL PLAY

Because we understand and respect the needs of developing children, we understand and respect their need for super-hero or powerful play. While this type of play can be disconcerting to adults, we look on it as an opportunity to explore with children the issues of power, respect and community. We do not permit children to bring toy weapons or other toys that will specifically promote aggressive play to the center. However, children are permitted to engage in this type of pretend play as it arises in each group. Teachers may hold group meetings to involve children in discussions of guidelines for play, negotiation with friends, community needs, fears and respect for feelings and personal space. Teachers also try to emphasize other aspects of their play that may be challenging and draw attention away from purely aggressive play. Because super-hero or powerful play is allowed in the classrooms, the children don't try to hide or to play it in secret, so the teachers can have an active role in the play as it emerges. The teachers can help to guide the play in an appropriate way and talk to the children about issues that arise during play. For example, they can help a group of children playing a powerful play idea understand that it's okay for another child to say they don't want to play. We have found that when managed well, super-hero and other powerful play does not dominate group play and can actually serve to build community. Should you have questions or concerns about super-hero or powerful play, please talk to your child's teacher or with the director.

CHILDREN AND MODESTY

We respect the freedom that most young children feel concerning their bodies and bodily functions. Children often wish to partially or fully disrobe while playing, take friends to the bathroom with them, or change their clothes in the classroom. While we understand this stage of development, we also understand the concerns of parents and have created guidelines to help meet the needs of children and adults. Children in our center may disrobe for play (leaving undergarments on) when it seems appropriate to teachers. Children who are changing clothes for swimming or due to an accident may choose a place of privacy or a more common area. Children may accompany one another to the bathroom as teachers feel it is appropriate. Teachers may discuss personal and private space, respect for others and community living as any of these issues arise in a group. Should you have questions about any of these issues, please talk to your child's teachers or the director.

BEFORE and AFTER SCHOOL PROGRAM INFORMATION

AVAILABILITY AND REGISTRATION

The Before and After School programs are available to children enrolled in grades Kindergarten through 5th grade. Due to transportation limitations, NBCC can transport children enrolled in Clinton Elementary School, Indianola Alternative School, and Immaculate Conception School. If your child attends another school, they are welcome to enroll in our program, however parents will be responsible for transportation.

Before and After School Registration Priority:

1. Children who are currently enrolled in Before or After School
2. Children of NBCC staff members
3. Siblings of children who are enrolled in Before or After School
4. Siblings of children enrolled in the full time program
5. NBCC Alumni
6. Children of NBUMC members
7. Open to the public

DATES AND TIMES

The Before and After School programs will run from the first day of school (with a break for our annual inservice at the end of August/beginning of September- see the NBCC calendar for specific dates) through the last day of school.

- The hours for Before School are 7:00 am through school arrival time, Monday- Friday. If you need your child to be here prior to 7:00am, please let the office know and we will make arrangements for them to go to a preschool classroom until 7:00am.
- The hours for After School are from school dismissal time until 6:00pm, Monday- Friday.

FORMS

The following forms are due 2 weeks prior to your child's first day of attendance:

- Child Enrollment and Health Information
- Parent Authorizations
- NBCC Emergency Medical Information (blue card)
- Child Medical/Health Care Plan (if applicable)
- Authorized Pick Up List
- Family and Child Profile
- CACFP Enrollment Form

- The Child Enrollment and Health Information form must be redone annually.
- **For children with special health care needs requiring medication-**
 - ***We must have all the necessary medication at the center and the required paperwork completely filled out before your child can start.***
 - *The Child Medical/Health Care Plan is to be completed annually for any children who have allergies or other special health care needs, and must be filled out and turned into the office prior to your child's first day.*
 - *Any medication or items necessary for your child's health care needs must be given to the classroom teachers on your child's first day. If medication is provided, a medication form must also be filled out and given to the teacher.*

DEPOSIT

A deposit is due by May 1st. (See the attached fee schedule). The deposit will be refunded to you or credited to the last month of tuition when a **30-day written notice of withdrawal** is given. If your child remains in the After School Program for the whole school year, the deposit will be used for May tuition. Any days used in June have already been prorated into the monthly tuition.

TUITION

The Children's Center tuition is set by the NBCC Board of Directors. (See attached fee schedule). Tuition is payable in advance, on the 1st of each month. Tuition may also be paid bi-monthly- the first payment is due on the 1st of the month, and the second payment is due on the 15th of the month. If you chose the bi-monthly payment plan, please stop by the office to pick up a form, and turn it into our Financial Manager.

There are 3 ways to make tuition payments- ACH, checks and cash:

- ACH- automatically debits your bank account for the tuition. ACH payments may be made monthly or bi-monthly. There is no charge to use ACH tuition payments. ACH payments are debited from participating family accounts on the 5th of each month (and on the 5th and 20th for bi-monthly payments). If you are interested in ACH, or have any questions, please stop by the office to pick up an ACH Authorization form and/or talk to our Financial Manager.
- Checks- Checks should be made payable to North Broadway Children's Center, or NBCC. Please write your child's name in the memo line on the check. Checks can be placed in the tuition box located just outside the office or mailed to the Center.
- Cash- If you would prefer to pay with cash, please ask for a receipt at the office.
- Tuition account statements are made available upon request and at the end of the year for tax purposes. For your tax purposes our federal tax ID# is 31-0823799. If you need a monthly statement for flexible spending accounts, or any other reason, please contact our Financial Manager.

PARTIAL MONTH / PRORATED TUITION

If your child attends the center for a partial month, for example: if they start or leave the center in the middle of the month, we will prorate the monthly tuition for you.

If your child enrolls in the first half of the month- 1st – 15th, you will be charged for the full month; if your child enrolls in the second half of the month- 16th – 31st, you will be charged for a half month.

Likewise, if you withdraw your child in the first half of the month- 1st – 15th, you will be charged for a half month, if you withdraw your child in the second half of the month- 16th – 31st, you will be charged for the full month. Please see the Financial Manager or Director if you have any questions about partial month tuition.

SCHOOL DAYS OUT

Before School- Full-day care for children enrolled in the Before School Program will be available on a limited basis. Because we have a limited number of spaces, they will be given out on a first come, first served basis, at a cost of \$25 per day. Parents will need to talk to office staff to check on availability.

After School- The After school program provides care for enrolled children during Winter and Spring breaks, school days out, snow days (except when there is a Level-2 snow emergency or the center closes), and early release days. *There is no additional charge for children in the After School program to attend full days on school days out- it is figured into the monthly tuition.*

LATE PAYMENT POLICY

Monthly tuition-

All tuition/fees are due on the 1st of the month (Fees include- tuition, late pick up fees, late payment fees, supply fees, etc.). A \$25 late fee will be charged to accounts not paid in full by the 5th of each month. Any balance due may be subject to a late fee.

- If tuition/fees are not paid by the 20th of the month, a written payment plan must be made with the Financial Manager or Director, and agreed upon no later than the 25th of the month. When a payment plan is made, it must be followed as agreed.
- After a payment plan is agreed upon, tuition in full or a payment agreed upon in the payment plan must be made by the end of the month, or childcare will be suspended for up to 5 business days.
 - During the suspension, the child will not be eligible to attend NBCC until payment in full, or the amount agreed upon in the payment plan is made.
 - Tuition will continue to accrue during the suspension days.
 - If payment in full, or the payment agreed upon in the payment plan, is not made within the 5 days of suspension, child care will be permanently terminated. Payment in full is still required.
 - If an agreed upon payment is missed, childcare will be suspended for up to 5 business days. (See above for policy regarding suspension).
- If tuition/fees are not paid on time and there is no response, or a payment plan is not agreed upon, by the 25th of the month, child care will be terminated at the end of the month. Payment in full is still required.
- Balances left unpaid at a child's withdrawal will be reported to the credit bureau.

Bi-monthly payments-

Families may choose to pay tuition bi-monthly. If you are interested, please fill out a form in the office to sign up for bi-monthly tuition payments.

For bi-monthly payments, tuition/fees are due on the 1st and 15th of the month. (Fees include- tuition, late pick up fees, late payment fees, supply fees, etc.). \$25 late fees will be charged to accounts not paid after the 5th and 20th of the month. Any balance due may be subject to a late fee.

- If tuition/fees are not paid by the 20th of the month, a written payment plan must be made with the Financial Manager or Director, and agreed upon no later than the 25th of the month. When a payment plan is made, it must be followed as agreed.
- After a payment plan is agreed upon, tuition in full or a payment agreed upon in the payment plan must be made by the end of the month, or childcare will be suspended for up to 5 business days.
 - During the suspension, the child will not be eligible to attend NBCC until payment in full, or the amount agreed upon in the payment plan is made.
 - Tuition will continue to accrue during the suspension days.
 - If payment in full, or the payment agreed upon in the payment plan, is not made within the 5 days of suspension, child care will be permanently terminated. Payment in full is still required.
 - If an agreed upon payment is missed, childcare will be suspended for up to 5 business days. (See above for policy regarding suspension).
- If tuition/fees are not paid on time and there is no response, or a payment plan is not agreed upon, by the 25th of the month, child care will be terminated at the end of the month. Payment in full is still required.
- Balances left unpaid at a child's withdrawal will be reported to the credit bureau.

ABSENCES

For both programs- When your child is absent due to vacation, illness or other circumstances, tuition must be paid in order to guarantee continued enrollment for your child.

After School program:

Parents **MUST** call the NBCC office by 2:00pm to report all absences for children in the After School program.

If a school age child does not arrive at the center (or designated pick up spot) for pick up in the After School program, and we have not been informed of their absence, the teacher or administrator will call the child's parents to confirm their absence. If we are unable to reach a parent, the teacher/administrator will call the child's school.

TRANSPORTATION & ROUTINE WALKS

NBCC buses are used for transportation to pick the children up from school. The buses meet all the specifications required by the ODJFS Child Care Licensing Rules for transportation.

Before School- A teacher from the Before School program will transport the children from NBCC to Clinton Elementary and Indianola Alternative School.

After School- A teacher from the After School Program will drive to Immaculate Conception, Indianola Alternative and Clinton Elementary to pick up the children after school and transport them to NBCC.

- Occasionally on days of nice weather, the teachers may walk to pick up the children at IC and Clinton and walk them to NBCC.
- Your child will be transported in accordance with appropriate restraint systems. If your child is over 40 lbs. and 4 years, but under 8 years of age and 4'9" tall, they will be seated in a child safety seat that has been built into the bus seats. If your child is over 8 years of age and 4' 9" tall, they will ride in the bus with a lap seat belt.

Appropriate teacher/child ratios will be maintained at all times. Teachers will carry a first aid backpack, roster of the children, cell phone and emergency phone numbers. There may be occasions when the children walk to Clinton Elementary to play on the playground, particularly on school days out.

AGREEMENT

A written agreement made between you and NBCC will be signed annually, or upon a change in tuition. Hours, days of attendance, monthly tuition and the rights and responsibilities of the Center and parents are included in the agreement. See the last page of the handbook for agreement.

WITHDRAWAL

Please submit a **30-day written notice** when you plan to withdraw your child from the Center. Teachers need time to help children become comfortable with the transition and the Center needs time to fulfill enrollment obligations. We appreciate your consideration and have provided you with a convenient withdrawal notice form that includes a brief evaluation of our Center. The forms are available in the office. **Failure to give a 30-day written notice of withdrawal will result in the forfeiture of your deposit.**

CLOSINGS

The Before and After School programs are closed on major holidays and when NBCC is closed. (Please see “Closings” page in handbook for more details.)

SNOW AND EMERGENCY CLOSINGS

Before School- Full-day care on school snow days will be available on a limited basis providing that NBCC is open. Call the office to check on availability. See “Closings” page in handbook for details regarding conditions when NBCC would close.

After School- Full-day care will be available for full-day care on school snow days providing that NBCC is open. See “Closings” page in handbook for details regarding conditions when NBCC would close.

- *Tuition is not reduced when the Center is closed for holidays, inservice days, snow days, or for emergency closings.*

ELEMENTARY SCHOOL EARLY CLOSING

If an elementary school would close early, the center will provide transportation for children enrolled in the After school program to come to NBCC, providing we are open and have adequate staffing. Please call the office to see if we are open and have a space.

ELEMENTARY SCHOOL DELAYED OPENING

If an elementary school would have a delayed opening, children enrolled in the Before School Program can come to NBCC providing we are open and have adequate staffing. Please call the office to see if we are open and have a space.

ONE CALL NOW

One Call Now is a notification system that NBCC uses to notify families if we are going to be closed on a day we would typically be open- for example, if we would need to close due to inclement weather.

- If NBCC would close *prior to opening* for the day, we will send families a message through the One Call Now system to inform you of the center closure.
- If we were to close *after opening* for the day, we will send out a message through One Call Now to inform families that we will be closing early, in addition, the staff will call families to ensure that you have received the message to come early.

Families should submit phone numbers and email addresses where you would like the message to be sent, you can have up to 6 phone numbers and 4 emails addresses on the system.

SCHOOL AGE CHILDREN SUPERVISION GUIDELINES

School age children (K-5th grade) enrolled in the Before and After School Programs may run brief errands within the center or use the restrooms in groups of 2 children alone, but with the teacher’s knowledge. Small groups of no more than six school age children (4th grade and older) may do an activity in a neighboring room as long as they can be seen or heard by the teacher and with periodic checks by the teacher.

Written permission is required for school age children to leave the center for specific activities and to participate in other activities within the building.

STAFF/CHILD RATIOS

Kindergarten- 5th Grade 1:15, Maximum Group Size- 32

BEFORE SCHOOL DAILY SCHEDULE

6:30 – 7:00- children can be dropped off in Room 217 and will be picked up by their school age teacher at 7:00am

7:00 – 8:30- breakfast, activities

8:30 – 9:00- transport children to bus stops/school

AFTERSCHOOL DAILY SCHEDULE

2:45 – 4:15- pick up children at schools/bus stops, snack, outdoor time/free play

4:30 – 5:00- homework stations

5:00 – 5:40- free play

5:40 – 6:00- clean-up/books and journals

SCHOOL AGE CURRICULUM

NBCC uses the Teaching Strategies Curriculum Building the Primary Classroom with our school age program. This curriculum is divided up into 2 parts- the first addresses the strategies that teachers need to know when working with school age children. The six strategies teachers need to know when working with school age children include- knowing the children you teach, building a classroom community, establishing a structure for the classroom, guiding the children's learning, assessing the children's learning, and building a partnership with the families. The second part addresses the curriculum content- language and literacy, mathematical thinking, social studies, scientific thinking, technology, and the arts.

NBCC's curriculum is designed to enhance children's natural developmental progression. Our curriculum is play-based and child-centered; teachers observe children to determine interests, curiosities, and developmental needs, letting curriculum ideas emerge. Teachers recognize the classroom community, including the ideas and interests of the teachers themselves, when planning activities. Teachers provide an experiential environment for children that fosters growth in all areas of development. Activities and materials reflect age-appropriateness, as well as individual developmental appropriateness.

When planning the curriculum ideas, the teachers also use the Ohio's Core Knowledge and Competencies, and Ohio Department of Education's Standards for grades Kindergarten – 5th grade. They use these standards to help them plan activities to enhance areas where they see a need, as well as to inform families about what the children are learning in the various activities they plan and implement with the children. Teachers also talk with the children about what they are doing in their elementary school, and add to those ideas as appropriate.

Child Assessment Process and Schedule (SCHOOL AGE program)

All children in our School Age program will receive at least one formal assessment during the year. We use a variety of methods for our child assessment system including teacher observations, Ohio's Core Knowledge and Competencies, Ohio Department of Education's Standards for grades Kindergarten – 5th grade, and an assessment form created by NBCC using the ODE Standards as a guide.

Teachers will share the assessment with parents at least annually. A parent – teacher conference does not need to be scheduled, but may be if either the teacher or parent feels one is needed. Parent – teacher conferences may be scheduled any time a parent or teacher feels it is necessary.

BREAKFAST/SNACK

Your child will receive breakfast or an afternoon snack provided by the Center and prepared by the Center's cooks. Our meals are nutritionally balanced and meet federal and state requirements for nutritional content. We will provide alternative foods for children with allergies or medically-altered diets. Please communicate any special dietary needs to the Director and your child's teachers. If your child has food allergies or is a vegetarian, please stop by the office and fill out a health care plan and/or food substitution form.

NBCC participates in the federal Child and Adult Care Food Program (CACFP). This program is provided at no extra charge.

Because NBCC participates in CACFP, all meals served to children must comply with their policies. If you supply food for your child due to food allergies, we ask that you please follow the food guidelines we have listed below. These requirements also apply to sack lunches provided by families for children when they go on field trips. NBCC has a nut-free policy, so in addition to being nutritious, packed lunches must also be **nut free**. **Please label your child's lunch (or any food brought into the center) with their name and the date.**

CACFP Meal Requirements

Breakfast			
Age	1-2 yrs	3-5 yrs	6-12 yrs
Milk, Fluid	½ cup	¾ cup	1 cup
Juice, Fruit/Veg.	¼ cup	½ cup	½ cup
Grains, bread, cereal	1/3 oz.	½ oz.	1 oz.

In accordance with

Snack (Choose 2 from different food groups)			
Age	1-2 yrs	3-5 yrs	6-12 yrs
Milk, fluid	½ cup	¾ cup	1 cup
Meat/ Alternative	½ oz.	½ oz.	1 oz.
Bread / Alternative	½ slice	½ slice	1 slice
Vegetable / Fruit	½ cup	½ cup	¾ cup

Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

NUT-FREE POLICY

NBCC has a "nut-free" policy. We do our best not to serve any food that contains nuts or traces of nuts in the ingredients. There are some foods on our menu that were made in a facility that also processes nuts, (see our nut-free information packet). If you do not want your child to eat these foods, please let us know, and you may supply a substitute. If you bring in breakfast or pack a lunch for your child, please read the ingredients carefully, and do not send in any foods that contain nuts or traces of nuts, for example no PB&J or granola bars containing almonds. If you bring in a snack for the whole classroom, please bring the label to show the teachers.

GRIEVANCE PROCEDURE

If you have a concern about the care or treatment of an enrolled child or about Center policies, please consider the following process of communication:

1. Discuss your concern with your child's teacher if appropriate. Families and staff are encouraged to work together to address any concerns.
 2. If families and staff are not able to solve the concern, and you need to share your concern with the Director, you can do so at any time. The Director has an open door policy and will be glad to meet with you. You can contact the Director by phone at (614) 262-6222 and email at rrmccoy48@att.net . You may also schedule an appointment to discuss your concern with the Director. Every effort will be made to work out an action plan to address the concern.
 3. If the concern is still not resolved, you may request a hearing with the NBCC Board of Directors. The Center Director can place your concern on the meeting agenda.
 4. In the event you that you feel that immediate action is necessary, a special meeting of the Board of Directors Executive Committee may be called. The Board of Directors chairperson can be called to arrange a meeting.
- ***All grievance information and processes will be treated confidentially by all parties involved.***

Building For the Future

This day care facility participates in the Child and Adult Care Food Program (CACFP), a Federal program that provides healthy meals and snacks to children receiving day care.

Each day millions of children participate in CACFP at child care homes and centers across the country. Providers are reimbursed for serving nutritious meals which meet USDA requirements. The program plays a vital role in improving the quality of day care and making it more affordable for low-income families.

Meals

CACFP homes and centers follow meal requirements established by USDA.

Breakfast	Lunch or Supper	Snacks (Two of the four groups)
Milk Fruit or Vegetable Grains or Bread	Milk Meat or meat alternate Grains or bread Two different servings of fruits or vegetables	Milk Meat or meat alternate Grains or bread Fruit or vegetable

Participating

Facilities Many different homes and centers operate CACFP and share the common goal of bringing nutritious meals and snacks to participants. Participating facilities include:

- **Child Care Centers:** Licensed or approved public or private nonprofit child care centers, Head Start programs, and some for-profit centers.
- **Family Child Care Homes:** Licensed private homes.
- **After School Care Programs:** Centers in low-income areas provide free snack and/or meal to school-age children and youth.
- **Emergency Shelters:** Programs providing meals to homeless children.

Eligibility

State agencies reimburse facilities that offer non-residential day care to the following children:

- Children age 12 and under,
- Migrant children age 15 and younger, and
- Youths through 18 in emergency shelters and after school care programs in needy areas.

Contact Information

If you have questions about CACFP, please contact one of the following:

Sponsoring Organization/Center

Ohio Department of Education

<p>North Broadway Children's Center 48 East North Broadway Columbus, OH 43214 Phone: 614-262-6222</p>

<p>CACFP Program Specialist 25 S. Front Street, MS 303 Columbus, OH 43215-4183 Phone: 614-466-2945 Toll Free: 1-800-808-6235</p>
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Nondiscrimination

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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

This institution is an equal opportunity provider.

12/2015

**FULL TIME and SCHOOL AGE PROGRAMS FAMILY AGREEMENT
and HANDBOOK ACKNOWLEDGMENT**

Full Time/School Age Programs Family Agreement- 2017-18

1. I agree to pay tuition as noted below in advance on the 1st of each month. I understand that a \$25 late charge will be applied to my account if it is not paid by the 5th of the month. I understand that care cannot be provided without this payment.
 - Monthly tuition- Infant- \$1350, Toddler- \$1150, Preschool- \$965, Before School- \$145, After School- \$335, Before and After School- \$435
2. I agree to pay a deposit prior to the first day of enrollment as follows:
 - Deposit- Infant- Infant- \$1350, Toddler- \$1150, Preschool- \$965, Before School- \$145, After School- \$335, Before and After School- \$435
3. Hours of operation: NBCC's full time program operates year round, Monday-Friday, 6:30am-6:00pm. The Before and After School Programs follow the public school year. See the handbook for the listing of center closings.
4. I agree to pick up my child promptly and pay the required late fees when necessary.
5. I understand that there is no reduction in fees when my child is not in attendance.
6. I agree to give 30-days advance written notice when withdrawing my child from NBCC. I understand that if this notice is not given, I will forfeit my deposit, and I will pay for one month from the date notice is received.

Parent Signature

Date

Family Handbook Acknowledgement

****You can access a copy of the handbook on our website- www.northbroadwaycc.org, under the Center Info tab****

1. I have received this handbook and agree to abide by the policies as written.
2. I understand that this handbook replaces all other policies and practices.
3. I understand that this handbook can be changed at any time, with the recommendation of the Director and/or Board of Directors, and that every attempt will be made to notify families of changes in a timely manner.
4. I understand that if I have any questions regarding this handbook I should contact the Director.

Parent Signature

Date

Printed Name and Child's Classroom

