

HANDBOOK FOR PARENTS

WELCOME

TO

THE ARLITT CHILD DEVELOPMENT CENTER

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All policies were approved by the Parent Policy Council

ARLITT CHILD DEVELOPMENT CENTER

MISSION

The mission of the Arlitt Center is to research, demonstrate, and promote best practices in early childhood care and education.

PHILOSOPHY

The philosophy of the Arlitt Center is based on the current research and theory of best practices in meeting the needs of young children. Our constructivist educational program is based on the belief that children learn best through direct interactions with materials and people. Teachers, parents, university faculty and students work together to develop curricula to facilitate the learning process.

At Arlitt, children learn through an interactive curriculum that integrates all areas of development-social, cognitive, and motor. This is accomplished through:

- A. Naturally occurring play which encourages exploration and problem solving
- B. Exposure to a print-rich environment, which facilitates the reading and writing process
- C. Interacting with teachers, parents, and other children of varying cultures, backgrounds, abilities and interests
- D. Participation in an environment that encourages critical thinking
- E. Daily opportunities to explore art, music, and literature
- F. Daily opportunities to engage in outdoor and indoor large muscle play

REGISTRATION

We serve children and families who are funded by Cincinnati-Hamilton County Community Action Agency Head Start and private tuition. We highly value diversity, creativity, problem-solving, divergent thinking, respect for individuality, and inclusion. We typically have children in our wait pool, so, if you are interested in enrolling your child in our award-winning preschool child development program, please apply soon. There is a \$35 non-refundable tuition application fee. Upon receipt of the application and fee, your child will be entered into the wait pool.

To obtain more information or schedule a tour of our facility, call 556-3802 or visit our website at www.cech.uc.edu/arlitt.

CODE OF ETHICS

The University of Cincinnati is an equal opportunity and affirmative action employer and subscribes to the laws and regulations prohibiting discrimination based on race, religion, color, creed, national origin, SES, disability, age, Viet Nam era/disabled status or any other prescribed category. In addition the Arlitt Child Development Center staff has adopted the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. A copy of this code is included in this handbook. The Center does not discriminate in the enrollment of children on the basis of race, religion, color, sex, national origin, or disability.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)
CODE OF ETHICAL CONDUCT

Ethical Responsibilities to Children

P-1.1—Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. *This principle has precedence over all others in this Code.*

P-1.2—We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4—We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5—We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6—We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7—We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8—We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect.

We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9—When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10—When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Ethical Responsibilities to Families

P-2.1—We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2—We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3—We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4—We shall involve the family in significant decisions affecting their child.

P-2.5—We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6—As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2.7—We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8—We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9—We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10—Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families.

Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14—In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15—We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

Ethical Responsibilities to Colleagues

P-3A.1—We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2—When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4—We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

P-3B.1—We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2—We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3—We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

P-3B.4—If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5—When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

P-3C.1—In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2—We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3—We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4—We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5—We shall conduct employee dismissals for just cause, in accordance with all applicable laws and

regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6—In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7—We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8—We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9—We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

Ethical Responsibilities to Community and Society

P-4.1—We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2—We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3—We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5—We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6—We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8—We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9—When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10—When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

P-4.11—When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4.12—When we have evidence that an agency that provides services intended to ensure children's wellbeing is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13—When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

DESCRIPTION OF THE ARLITT CENTER

The Arlitt Child Development Center is located on the campus of the University of Cincinnati at the corner of Corry Boulevard and Jefferson Avenue. The mission of the Arlitt Center is to provide an exemplary program for young children while serving as a training facility for students in the School of Education. Arlitt is a state licensed program, is accredited by the National

Association for the Education of Young Children and participates in the Step Up To Quality Rating Program. Our staff is among the best in the nation.

The Arlitt Child Development program maintains a commitment to diversity. Over 140 children are enrolled in the program through various funding sources. Children from a variety of cultural, racial and socio-economic groups are able to attend Arlitt through a variety of funding sources. These sources include contract revenues, a Head Start grant and Department of Human Services Child Care Vouchers. Enrollment of children at Arlitt is also supported by collaboration with community agencies and Arlitt research and grant activities.

Total inclusion is a high priority for the preschool program. Children with disabilities and the support services they receive are incorporated into the regular classroom activities. Inclusive preschool programs give all children a chance to play and learn with others who will someday be their co-workers, friends and neighbors.

The curriculum and design of the classroom is based on the constructivist theory of development and research based learning activities. Opportunities are created for the children to construct knowledge in the areas of social, emotional, physical and intellectual development. Children are encouraged to make decisions, solve problems and be creative thinkers. Since learning is an active process, there is a tremendous amount of activity occurring in the classrooms.

PROGRAM OPTIONS

Half-day preschool classrooms (morning and afternoon): The morning session meets from 8:15 a.m. -11:45 a.m. and the afternoon session meets from 12:45 p.m. - 4:15p.m. The half-day preschool is in session Monday through Thursday.

Extended-day classrooms: This program meets Monday-Friday 8:45 am- 3:30 pm throughout the school year with minimal breaks.

Full-day classrooms: These full-day preschool programs meet five days a week from 8:00 am- 4:30pm OR 8:30 am- 5:00pm. throughout the school year with minimal breaks.

PRACTICUM STUDENTS

- School of Education students (Early Childhood Education)
- Graduate students (Early Childhood Education, School Psychology, Communication Sciences)

Many student teachers are placed at Arlitt for a one semester practicum. These students are at different stages of professional training and levels of education. Because Arlitt is a teacher training center, students, depending on the goals for their practicum, may be involved in home visits and parent/teacher conferences. It is also necessary to photograph or videotape student teachers interacting with children for educational purposes.

DESCRIPTION OF INTERESTS AND RESPONSIBILITIES OF OUR STAFF

The interests and responsibilities of our staff are based on the following goals:

1. To provide a meaningful program for the preschool children enrolled.
2. To create a learning team of parents and staff working toward the optimal total development of the child.
3. To provide a laboratory rich in practical learning experiences for the University students enrolled in the various programs.
4. To serve as an observation and resource center for persons in the community who are responsible for the welfare of young children.

PROGRAM INFORMATION

SAFETY AND ARRIVAL/DISMISSAL POLICIES

Because there are so many people in the Arlitt Center building (college students, university faculty, Arlitt teachers, staff, children and their parents), we have a few regulations we all need to follow to avoid confusion and to keep your child safe.

Very Important Information

Children may not be dropped off in front of the building to enter the building unsupervised. Parents or an authorized person over the age of 16 must accompany children to classrooms, make eye contact with the child's teacher and sign in and out on the appropriate form to insure their safe arrival and departure.

1. When you bring your child, please keep him/her with you until the classroom teacher takes responsibility for him/her. If you arrive earlier than 8:15 a.m. for the morning session, or 12:45 p.m. for the afternoon session, please do not take your child to the classroom. The teachers need this time to prepare materials and the room for your child and cannot be responsible for children in the classroom until arrival time. You may wait with your child in the Parent Room 2130A. When you take your child to the classroom, please stay with him/her until he/she is comfortable in the room, particularly at the beginning of the school year. **Please do not use cell phones while picking up and dropping off your child.**
2. Monthly fire drills are held at the Center, alternating between morning and afternoon. Evacuation routes are posted in the classrooms. This is to ensure your child's safe exit from the building in the case of an emergency.
3. When you pick up your child, please keep him/her with you and escort him/her out of the building. If you need to talk with your child's teacher or use the restroom, please ask your child to wait in the classroom. Parents are responsible for management of their children in the building before and after school. **IT IS NOT SAFE FOR A CHILD TO GO THROUGH THE BUILDING AND OUT THE FRONT DOOR ALONE.**
4. Equipment and classrooms are checked daily for safety. Materials that are potentially dangerous to children are stored in locked cabinets or out of reach. The use of any aerosol can around children is prohibited.

5. Classroom teachers will only allow children to leave the classroom and building with the parent(s) or another authorized adult listed on the escort form.* Parents will notify the classroom teacher of any change in departure arrangements. Parents must make appropriate changes on their child's escort form, updating information as needed. Any unfamiliar adult will be asked to show ID before your child will be released.
6. Note that for emergency situations, an intercom is located within each classroom, as well as the Music Room, Library, and the front desk.

*** NO CHILD WILL BE LEFT ALONE OR UNSUPERVISED BY AN ADULT. THIS INCLUDES SIBLINGS AND OTHER CHILDREN THAT ACCOMPANY YOU INTO THE BUILDING.**

LATE PICK-UP POLICY AND PROCEDURE

1. Parents will notify the center when an **emergency** situation prevents them from picking up the child. Children not picked up by 11:45, 3:30, 4:30, or 5:00, respectively, will be waiting in the lobby with an assigned adult. Please make every effort to be on time since Arlitt staff must attend to work or pick up their own children.
2. If the center has not been notified and the child has not been picked up within 5 minutes of dismissal time the teacher will first attempt to contact the child's parent/guardian.
3. If the parent has not contacted the school and the teacher is unable to contact the parent/guardian, the emergency contact(s) will be called to pick up the child or arrange for pickup.
4. Out of our concern for the child, after 45 minutes of being unable to contact the parent/guardian or emergency person and the parent has not contacted the school, we will contact 241-KIDS to arrange for care for the child and to locate the parent.
5. If you are late picking up your child, you will be asked to sign the "Late Pick-Up Tracking Form". Chronically late parents will meet with the Director to determine the consequence of their lateness. A late fee may be assessed for late pick-up.

MEDICAL EXAMINATIONS AND IMMUNIZATIONS

Each child must be examined by his/her doctor at the time he/she enters school. If the child continues to be enrolled the examination must be repeated annually. If we do not receive a current medical exam form, state licensing requires that we not permit your child to attend school. The Arlitt Center provides medical forms to be used by the child's physician. Each child **must** have current immunizations as required by the State of Ohio or be in the process of catching up. Please check with your physician. All booster shots should be listed (date included) on the school record. Children born outside the U.S. should have a TB skin test.

EMERGENCY MEDICAL AUTHORIZATION

Parent(s) must have on file with the center a written Emergency Medical Authorization for each child. The form provided by the center is to be on file in the center office on or before the first day of attendance. **Please advise office of any changes in information during the school year.** We must be able to reach you in the event of illness and/or emergency.

ADMINISTRATION OF MEDICATION, VITAMINS OR SPECIAL DIETS

1. Parent(s) shall provide the center with written instructions, **signed by a licensed physician** on a form provided by the center, for each medication, vitamin or special diet to be administered to each child. (The only exception is for vegetarian diets.)
2. The Administration of Medication Form must be completed every twelve months or whenever changes take place.
3. **All medication must be brought in original container with pharmacy label which includes child's name, current date, name of medication, dosage and times to be given, routes of administration and expiration date. This label will be required in addition to the form required for administration of medication. Please note: Due to severe food allergies, food may not be brought into Arlitt.**

STAFF PROCEDURES FOR MEDICAL/DENTAL EMERGENCIES

1. All preschool staff have completed Red Cross First-Aid Training.
2. Each classroom teacher shall assume responsibility for care in any emergency which occurs on school property. An incident form will be completed which parents must sign.
3. Student teachers and volunteers will contact the classroom teacher in case of emergency. If the lead teacher is not available, the Director of Children's Programs or one of the Coordinators will be notified. There is an intercom phone in each classroom to be used in the event of an emergency.
4. If, in the judgment of the teacher, the injury needs medical attention, the Director or Coordinator will call the parent of the child. If the parent cannot be reached, the person listed as an emergency contact on the Emergency Information Record form will be contacted. This form must be current.
5. If the injury requires immediate emergency treatment, the Campus Police Office (911) will be called for medical assistance and transportation to the Emergency Room or hospital authorized by parent. Parent will be immediately contacted. The classroom teacher or Coordinator will accompany the child to the hospital and the Director or a Coordinator will contact the parent.
6. If injury results in a school insurance claim, parents should contact the University's Risk Management Department, 584-5042.

FIRE AND WEATHER ALERTS

1. Fire and weather alert procedures will be posted for each classroom.
2. The children and staff practice fire drills monthly. Results of these drills along with other

inspection reports are posted.

EMERGENCY EVACUATION PROCEDURES

A complete emergency evacuation procedure can be found posted in your child's classroom. Should an evacuation be necessary, staff and children will gather at the African American Center on the UC campus.

SNOW DAYS

- **If the University of Cincinnati is closed, we are closed.** We may also be delayed or closed based upon the judgment of the Director. A message will be on the main number (556-3802) by 7:30 AM that morning with the status.
- **Plans for late opening:** If the University of Cincinnati Public is delayed, Arlitt will be delayed or cancelled. Call the main number (556-3802) for information.
- **Plans for early departure:** If the University of Cincinnati closes early, Arlitt preschool classes will dismiss early or be cancelled. If children are dismissed early, parents will be notified by phone and are expected to pick-up children at the time of closing. Arlitt may also dismiss early and cancel afternoon classes upon the judgment of the Director. On these rare occasions, parents will be notified by phone.

MANAGEMENT OF COMMUNICABLE DISEASES PROCEDURES – ILLNESS

1. The center shall immediately notify the parent or guardian of the children condition when a child has been observed with signs or symptoms of illness.
2. Children must be kept at home if parents feel that they are not well enough to participate in all of the school activities (water play, outside play, etc.). **Parents will be called to pick up their child if he/she shows any of these listed symptoms:**
 - a) temperature of at least one hundred degrees Fahrenheit when in combination with any other sign or symptom of illness. Temperature shall be taken by the axillary (armpit) method with a digital thermometer or on the forehead.
 - b) diarrhea (three or more abnormally loose stools within a twenty-four hour period)
 - c) Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
 - d) Difficult or rapid breathing
 - e) Yellowish skin or eyes
 - f) Redness of the eye or eyelid, thick and purulent (pus) discharge, matted eyelashes, burning, itching, or eye pain
 - g) Untreated infected skin patches, unusual spots or rashes
 - h) Unusually dark urine and/or gray or white stool
 - i) Stiff neck with an elevated temperature
 - j) evidence of untreated lice, scabies, or other parasitic infestation

- k) Sore throat or difficulty swallowing
 - l) Vomiting more than one time or when accompanied by any other sign or symptom of illness
3. The center shall notify parents, within the next day of center operation, when their child has been exposed to a communicable disease. ****The guidelines above are in accordance with the rules stipulated by the Ohio Department of Job and Family Services.**
4. Communicable disease chart is located in the hall outside of Room 1149. It lists the symptoms and communicable stages of common childhood diseases.

READMITTANCE: Children **MUST** be free from fever, without medication, and other symptoms (listed above) **for 24 hours before returning to school.** A note from a physician may be required before children with some illnesses are permitted to return based upon the discretion of the Director or a Coordinator.

NOTIFICATION OF EXPOSURE TO COMMUNICABLE DISEASE: If your child has been exposed to a communicable disease, a "Health Alert" notice will be posted immediately outside your child's classroom. Please contact your child's teacher, the Director or a Coordinator if you have questions.

1. All exposures to communicable diseases **should be reported to** the teacher by the child's parent.
2. Parent(s) of children who have contracted a communicable disease may be required, at the discretion of the health coordinator, to provide a doctor's note for re-entry to school.
3. If a child becomes ill after arrival at school, the child will be removed from the classroom and the parent will be contacted to take the child home. If the parent cannot be reached, the Director or a Coordinator will call the emergency number(s) on the Emergency Information Record form. Please pick up your child in a timely manner and have arrangements in place, or a designee, if you are requested to pick up your child.
4. **A child must be fever and symptom free for 24 hours before returning to school.**
5. The staff receives training in the Prevention, Recognition, and Management of Communicable Disease. Classroom teachers will perform a daily visual health check of all children upon arrival each day. Hand washing by staff and children occurs upon arrival at school, before and after eating, after toileting and when objects come in contact with bodily germs.
6. The tables are wiped down with bleach solution or sanitizer before and after meals. The staff assumes responsibility for disinfecting equipment as needed.
7. Staff members who are ill are required to call their supervisor. Their duties will be assumed by a qualified substitute.

CHILD ABUSE AND NEGLECT

It is important for parents to know that a law entitled the Ohio Revised Code (Section 2151.421) requires teachers and school administrators to immediately report suspected incidents of child abuse and neglect to the Ohio Department of Job and Family Services. The law states that a school staff member "having reason to believe that a child less than eighteen years of age...has suffered any wound, injury, disability or condition of such a nature as to reasonably indicate abuse or neglect of such child shall immediately report or cause reports to be made of such information."

OBSERVATION

You are encouraged to observe from our observation booths at any time. If you have any questions regarding what you observe, please make an effort to talk with your child's teacher or the Director of the program. Since respect and confidentiality are important to our program, we ask that you refrain from discussions while observing. Students and community members may also observe from the booths as well since we are a demonstration preschool program.

CLOTHING SUGGESTIONS

It is suggested that parents send children to school in the type of clothes that lend themselves to active play and which are easy to care for in case of soiling. Pants or jeans are suggested for both boys and girls as satisfactory school wear. Please make sure that your child wears shoes that are safe for climbing and running. Wearing shoes such as "cros", flip-flops and platform shoes can cause injury and make it difficult for children to participate in large muscle activity. **We recommend that children wear gym shoes to school.** (We have seen an increase in injuries at school based on the type of shoes worn.) Children go outside in all types of weather so please dress your child with the day's weather in mind.

The following items should be kept in the child's cubby at school:

1. A complete change of clothing-underwear, socks, dress or T-shirt, slacks or jeans.
2. A sweater or jacket - to provide for sudden changes in temperature.
3. Children enrolled in our full-day programs should bring an additional pair of pants and underwear plus a pillow and blanket for nap time. Pillows and blankets will be washed at Arlitt on Fridays.
4. Snow pants, snow boots, rain boots, and water shoes are often helpful for PlayScape field trips.

PLEASE:

- Check the additional clothing stored in the cubby for fit and appropriateness throughout the school year as seasons change and your child grows.
- Please mark (with child's name) all articles brought or worn to the school -- your child's cap, mittens, snowsuit, sweaters, etc. Indelible ink or linen tapes make satisfactory nametags, so we can keep track of your child's clothing. It is recommended that all clothing have hanger loops so your child can easily hang the clothing on the hooks inside the cubbies.
- It is the parent's responsibility to make sure that the child always has a change of clothing at school. Please send marked replacements whenever he takes wet or soiled clothes home. In the event that Arlitt clothing is used, please return to the center.
- Also, please check cubby **daily** to see if all necessary clothing is present or if there is anything in your child's cubby to be taken home such as notes or artwork.

ARTICLES BROUGHT FROM HOME

Sometimes children find great comfort in bringing things from home. However, it is wise if parents consult with teachers as to the desirability and safety of certain articles. **Please do not let children bring food, candy or chewing gum to school.** Toys often cause conflict among children. Be sure to consult with the teacher before your child brings something to school.

LARGE MUSCLE PLAY

All children have opportunities for large muscle play every day. Small groups go to the muscle room as part of the daily schedule. Classrooms spend time outside in the playground every day except during severe weather or air quality alerts.

HOLIDAYS OR SPECIAL OCCASIONS

The philosophy of the Arlitt Center is that any celebration of holidays or special occasions at school should be kept very simple. If parents would like to have the child's birthday celebrated at school, the parent and teacher should consult with each other beforehand. If you are celebrating your child's birthday at home please do not bring invitations to school unless all children in the class are invited. Arlitt staff will acknowledge your child's discussion of holidays, but the center does not display holiday or religious items. **Please refrain from bringing food into the center for celebrations.**

SHARING INFORMATION

With small children who are learning about their environment, events in the home are of major concern to the children and thereby markedly affect their behavior. Because children might not report accurately, if at all, it is of utmost importance for home and school to share information. The staff would appreciate parents informing them of unusual happenings or events such as:

1. Any operation, illness, or hospitalization of the child or of any persons in the household or family group.
2. Births of brothers or sisters.
3. Any deaths which are known to the child, whether a family member or friend.
4. Changes in the number of people living in the home.
5. Any plans for moving the residence.
6. Any extra stimulation (such as parties, visitors, special excursions, etc.)
7. Any events that may be causing additional stress, tension, or change to the family system.

Your child's teacher is your contact for information about your child. Students and other staff are instructed to inform the lead teacher about any events or incidents that should be reported to parents.

INCIDENT REPORTS

Staff is required to fill out an incident report on any child with a school related injury requiring first aid. Parents will be asked to sign the report and will receive a copy of the report.

RESEARCH PROJECTS

During the school year research projects may be carried out with children who are enrolled in the preschool programs. Research projects are reviewed and approved by the Arlitt Research Committee after being approved by the University Internal Review Board prior to implementation. The Arlitt Research Committee imposes stringent standards on all research done with children at the center. Some of the factors the Arlitt Committee considers are: the length of the research activity, the researcher's approach with children, and the appropriateness of the research activity for children, etc. In reviewing the research proposal, attention is given to the protection of children from any research which might prove to be psychologically harmful or too disruptive to their preschool day.

Parents are asked to complete a permission form with which they consent to the child's involvement in research projects. Parents are notified of each scheduled research or testing session which will require a substantial amount of a child's time. Some studies may only require that the researcher interact with the child for a few minutes or observe her from the observation booth. Videotaping and photography are done on occasion for educational use. Parents are usually notified via the parent newsletter or notices on child's cubby.

The types of studies done in the past at Arlitt include: a study of the order in which children learn the names of colors, a study of how parents prefer their children to be taught, a study of how much aggression occurs in each classroom, a study of whom children choose to play with, a study of how children construct math concepts, a study of how children learn a second language, etc.

Individual results of research activities will be confidential. Parents are welcome to talk with the researcher and may request that the researcher send a copy of the testing or research results to them. However, there usually will be several months delay before the data is compiled and the report written. No child will participate in any research project without specific parental consent. Any questions about specific research should be directed to the child's classroom teacher or the Director of Children's Programs.

CONFIDENTIALITY OF CHILDREN'S RECORDS

A record file is maintained on each child to include such items as intake information, screening and assessment results, as well as educational and developmental reports. Parents may have access to these reports by contacting their child's teacher, the Director or a Coordinator, if the teacher is not available. Parents must also give specific permission to release their name, phone number and child's name for a parent roster. Please notify the teacher to request a parent roster. A release form must be signed by the parent to release information from a child's file to another school or agency. Arlitt staff, Head Start monitors, state licensing monitors and consultants are the only persons authorized to review a child's file in addition to parents.

LUNCH AND SNACK

As a part of the full day and half day school experience, children will be served a nutritionally balanced lunch and snack and/or breakfast on a daily basis. Children in the enrichment program will be served a nutritious snack each day. Monthly menus are posted on the wall outside the kitchen. (You are always welcome to share lunch with us.)

CHILD and ADULT CARE FOOD PROGRAM (CACFP)

“In accordance with Federal law and U.S. Department of Agricultural 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)720-5694 (voice and TDD). USDA is an equal opportunity provider and employer.”

FOOD RESTRICTION

Parents are asked to note any food restrictions on the child development form and on the special diet form. Medical restrictions should include documentation from the child's physician stating the restriction and the physiological reaction to the designated food.

PLEASE NOTE: DO NOT BRING FOOD INTO ARLITT. ARLITT IS A NUT FREE ENVIRONMENT. ARLITT ADMINISTRATIVE STAFF MUST APPROVE ANY EXCEPTIONS.

FOOD HANDLING PROCEDURES

LUNCH ROUTINE

- wash hands when entering kitchen
- get cart with dishes from kitchen
- place dishes in classroom where teacher has designated
- put food bin, cups and spoon bin where designated
- take cart back to the kitchen
- when food is ready, get milk from the refrigerator, pour milk into a serving pitcher, leave gallon container of milk in refrigerator (except full-day)
- keep milk from different containers separate
- get any other "food restriction" items needed
- bring cart to the classroom

Anyone who goes to the kitchen to get more food must be sure that the serving bowl is covered with plastic wrap before taking it from the classroom. The bowl must then be re-covered before returning to the classroom. Food safety is a priority and includes:

- Discarding any foods with expired dates
- Thoroughly washing all fruits and vegetables
- Never using plastic or polystyrene containers, plates, bags or wraps when microwaving children's foods or beverages

DURING LUNCH

- prior to serving, all children wash their hands
- give each child a portion of each food
- children should be encouraged to eat, but not forced
- children may have more of any of the foods served without having to eat other foods on their plate

first

- encourage independence in pouring milk, but adult will serve the meal portions
- it's appropriate to model good table manners, (please and thank you), but these should not be "forced" or "expected" from the children

When lunch is over:

- children clear their own places
- throw away all plastic wrap from empty serving bowls
- serving spoons and tongs go in the used cups and silverware bin
- re-cover serving bowls with any significant amount of food left over
- put all dishes, containers, etc. on cart, stacking dishes
- help the children to scrape food into food bins
- take cart back to the kitchen **ASAP**

BREAKFAST/SNACK ROUTINE

- **read** menu to be sure to take necessary items
- pour juice/milk in pitcher, place food on the cart
- set up cups, napkins, and containers where teacher designates
- bring items back on cart **ASAP**

Again, if someone is sent to the kitchen for more food, be sure that the serving container is covered.

SAMPLE DAILY SCHEDULE

While individual rooms have varying schedules, the following is a typical schedule:

AM Half Day Schedule

8:15-9:30	Classroom/Free Play/Muscle Room/Library Groups
8:30-10:00	Breakfast
9:30-10:00	Outside play
10:15-11:00	Classroom/Free Play/Muscle Room
11:00-11:15	Group Time
11:15-11:45	Lunch

PM Half Day Schedule

12:45	Arrival and limited play
1:15-1:45	Lunch
1:45-3:15	Classroom/Free Play/Muscle Room/Library Groups
3:15-3:30	Group Time
3:30-3:45	Snack
3:45-4:15	Outside

Full Day Schedule

8:00	Full Day children begin arriving
8:00-9:00	Free Play
	Breakfast

9:30-10:00	Outside play
10:00-11:00	Classroom/Free Play/Muscle Room/Library Groups
11:00-11:15	Group Time
11:15-11:45	Outside play
11:45- 1:00	Lunch
	Transition to cots
1:00- 3:00	Rest time, all children
3:00- 3:30	Snack
3:30- 4:00	Classroom/Free Play/Muscle Room/Library Groups
4:00-4:30	Outside play
	Dismissal

Extended Day Schedule

8:45	Arrival
8:45- 11:00	Classroom, Free Play, Breakfast, Muscle Room/Library Groups
11:00- 11:15	Outside
11:15- 11:45	Outside
11:45- 1:00	Lunch, Transition to cots
1:00- 3:00	Rest time, all children
3:00- 3:30	Snack/Outside/Dismissal

PAYMENT DUE POLICY

A non-refundable deposit is required to reserve a tuition-funded space in the preschool program. This deposit is due upon receipt of the Letter of Intent. The deposit is applied toward the tuition. Current rates are available upon request. Annual Full-day tuition is payable weekly; half-day tuition can be made in three equal payments throughout the school year - in August, November and February. Tuition is due for all weeks, regardless of child attendance.

Written notice will be sent two weeks after the payment due date indicating that payment is overdue. Failure to pay will result in withdrawal of your child from the program.

Full Day payments must be made 2 weeks in advance. Payment is due on Monday of each week. A two (2) week notice must be given before withdrawing your child from the program. If you have questions, please contact the Business Administrator at 556-3803.

PARENT OPPORTUNITIES

Parents are always welcome to be a part of our program at Arlitt. They can volunteer in the classroom, volunteer outside the classroom to do clerical-type tasks, repair equipment, etc., be part of the Parent Center Committee and/or the Parent Policy Committee, or just spend time in the observation booth watching your child. You are invited to be as involved as you want to be.

General Guidelines and Tips for Volunteering in the Classroom

CREATIVE WORK/ART

1. The process is most important. The finished product is secondary. Encourage experimentation with materials.
2. Talk to the children about their work in a non-judgmental manner, focusing on the child's action rather than the end product.
3. Appropriate clean up by children is necessary and a part of their activity. They may need adult assistance, hanging papers or returning materials or encouragement to write their names.
 - *Appropriate comments:
 - "How did you get orange on your picture? I don't see any orange paint."
 - "Tell me about the picture that you made."
 - "What were you thinking about when you made this?"

BLOCKS

1. Do not build for the child. Help the child by posing questions or making suggestions.
2. Remind children of other children building near them to avoid accidents.
3. Assist children in putting blocks away in the appropriate place.
 - *Appropriate comments:
 - "What kind of building do you think that this family wants?"
 - "Could you have made something for the hippo?"
 - "I've noticed that your building/structure is the same on both sides." (Symmetry)

WATER/SAND PLAY

1. Remind children to keep water/sand in the table and prevent them from carrying it into other areas.
 - *Appropriate comments:
 - "I wonder what would happen if...?"
 - "I wonder why that happened."
 - "Can I try that?"
 - "I wonder if I can do that."

WRITING/LITERACY

Accept any writing as a form of communication. Say "What were you thinking about when you wrote this?" instead of "What are you writing?" Offer the children opportunities to write their own name in a variety of situations.

- *Appropriate comments:
 - "Tell me what you are writing about."
 - "You could write a message for..."
 - If a child asks you to tell her what something says, try: "What sounds do you hear?"

If you are reading to a child, notice whether or not he/she is interested in the writing in the book. You can read by running your finger under the words or by telling the story in your own words. The children are making the connection between your words and the letters in the books.

MATH

Allow children to make mistakes. Encourage interaction between and among peers. Ask questions that require thinking rather than an obvious answer. It is important NOT to correct their errors. Their errors are reflections of their current thinking levels at any given point. Correction gives them the idea to look to adults for the answers rather than figure it out on their own.

*Appropriate comments:

"Do you have enough shells so that everyone in your family can have one?" rather than "How many shells do you have?"

"Do you have enough carrots to give to each rabbit? (one to one correspondence)

"Two?"

"How many more do you need to fill...? (natural substitution problem)

"If I roll a three, will that be enough to get to the end?" (equivalent set)

BATHROOM

Make sure children flush the toilet and wash their hands.

MUSCLE ROOM

Children may run but not tackle each other. Allow children to climb by themselves. For safety reasons, do not assist them in climbing so they may discover their own limits and abilities. Calm them down before leaving the muscle room. Blocks, balls and any other items should be put away before leaving the room.

*Appropriate comments:

"You can throw the ball to her but not at her."

"I am concerned that you will get hurt if you don't walk around the mats."

"Put your feet on the floor."

"I'm concerned that you are going to get hurt when you climb on the swing.

You can climb on the climber instead."

LIBRARY

In 2002, a children's library was established for children and teachers in memory of our co-worker Susan Cacini.

STUDIO

Inspired by the ateliers of the schools in Reggio Emilia, the Arlitt Studio is designed to allow children space, time, and materials to explore their interests through in-depth project work. Children work in small groups, facilitated by the studio teacher, using a wide range of tools and materials such as clay, wire, digital media, microscopes, sewing machines, recycled materials, and a variety of other media to investigate ideas and communicate knowledge. When not engaged in a project, children have the opportunity to gain experience with the materials in the studio through small group guided explorations with the studio teacher.

PLAYSCAPE

The Arlitt PlayScape, a natural play space located a short walk from Arlitt on UC's campus, opened in August 2012 to provide children with a safe place to reconnect with nature. Time in nature has been found to have positive impacts on children's growth, including motor, cognitive, and emotional development. The PlayScape, through interactions with elements such as water, plant life, rolling hills, sand, and loose parts, provides ample opportunities for play based learning.

- Classes visit the PlayScape regularly, in all seasons, developing a relationship with the space and gaining a deeper understanding of the effects of time and seasonal changes in their environment. Children will visit the PlayScape when it is cold. Research supports cold-weather play, and contrary to former beliefs, cold weather promotes health and wellness as opposed to contributing to illness. Arlitt can provide appropriate clothing and gear to children for protection against the elements if needed.
- Parents will be provided with a general walking field trip permission slip at the beginning of the school year. By signing this form parents will be granting permission for their child to be walked to and from the PlayScape throughout the school year.
- We recognize the benefits of children manipulating natural materials in the PlayScape. This may include picking flowers, leaves, seeds, and vegetables from the trees, bushes, and plants. We also realize that often there are a limited amount of these items in the space, and want all children to be able to observe and experience the beauty of nature as well as the life cycle of the plants and trees. Teachers will engage in conversations with children about the health and needs of various plants as well as all of our role in sustaining an environment our entire community can enjoy. We encourage you to support these conversations as well. For example, you might discuss that while picking leaves from a tree and using them to create artwork is encouraged, picking every Hibiscus flower would detract from the experience of others.
- The Arlitt PlayScape is open to the public when not in use by Arlitt children. We encourage your family to use the space in the evenings or on the weekends.

LUNCH WITH YOUR CHILD

Parents are encouraged and invited to have lunch with their child. Please try to notify your child's teacher a day ahead if you plan to have lunch to allow the kitchen staff to plan accordingly.

TRANSITIONS

The Arlitt Center staff recognizes that the transition from the home environment to the school setting can be difficult for young children. Your child's teacher has taken many steps to support your child during this critical time. Parents can also help their child have a smooth transition to school by:

- Preparing yourself for the transition! The transition to school is often as difficult for parents as it is for children. If you feel comfortable and confident with the school setting, your child will be more likely to feel comfortable and confident.
- Talking to your child about what he/she can expect at school. Children's books about school can be used to facilitate this discussion.

- Creating a consistent, relaxed morning routine.
- Helping your child get settled in the classroom before you leave.
- Establishing a consistent good-bye routine. Always say good-bye to your child. *You will violate your child's trust if you leave without saying goodbye.*
- Telling your child when you will return and making sure to be on time.
- Preparing your child for any changes in your routine.

Arlitt teachers understand that all children are different and will consider the needs of individual children that may need a longer transition. Teachers will discuss lengthening transition schedules with parents as needed. A parent's presence may be requested to support the child and teacher if he/she is experiencing a difficult transition.

Arlitt also recognizes that the needs of every family are different. We do our best to remain flexible and work with families during this time while maintaining what we believe to be best practices for young children.

HOME VISITS

The teachers welcome an opportunity to visit children in their homes and will contact you to visit all homes at least once or twice during the school year. We feel that this builds trust and is fun for your child. It also aids the teacher in her understanding of each child and provides parents and teachers with the opportunity to exchange information about their child (ren).

PARENT CONFERENCES

The teachers welcome requests for conferences at any time. Scheduled parent-teacher conferences are held two times a year. Your child's teacher will post a sign-up sheet and/or contact you.

FIELD TRIPS

Because consistency of routine is so important to young children, field trips are carefully planned with safety and content as priorities. Parents are notified when a field trip is scheduled and are encouraged to participate. **Children going on field trips must have written permission from their parent or guardian.** If the field trip destination is not within walking distance, children will be transported by bus. Children are supervised at all times and all field trips adhere to state licensing ratio requirements. Teachers will take emergency forms, cell phone and first aid supplies on all field trips in case of emergency. Attendance is taken at appropriate transition times throughout the trip. Alternate transportation will be provided by contracted bus services should there be a problem with the transportation vehicles during the trip.

PARENT ROOM

The Parent Room is located upstairs, Room 2130A. This room is used for Parent Policy and Center Committee meetings. Families are also welcome to utilize the parent room anytime.

PARENT NEWSLETTER

Once each month Arlitt will send home a newsletter. It will contain a monthly calendar, a summary

of Center news, classroom information as well as some very important announcements. Please take the time to read it carefully. It is an important means of communication from school to home.

PARENT MEETINGS AND ACTIVITIES

PARENT POLICY COMMITTEE

A Site-Based Decision-Making council, this committee meets monthly, and participates in decisions about the program, including (but not limited to) activities for children and families, hiring and firing of staff, budget decisions, and community outreach. The committee is also actively involved in an annual review of the program each spring.

You will be notified of the first organizational meeting in the fall. All parents are encouraged to be involved, however, only Head Start parents can be voting members or be elected as officers. Elections take place each fall. If you are interested in serving as an officer please plan to attend this first meeting. This committee approves and monitors the Head Start Budget and administrative functions and reports to the Community Action Agency (CAA), our Head Start Grantee.

PARENT POLICY COUNCIL - COMMUNITY ACTION AGENCY

The Arlitt Parent Policy Committee elects officers who spearhead decision-making on items pertinent to program governance. They also elect one representative and one alternate representative to participate on the CAA Parent Policy Council. This council is a city-wide committee made up of parents and community representatives from all the programs funded by Head Start in Cincinnati and Hamilton County. This group meets at the Community Action Agency once each month and participates in decisions which affect Head Start programs in Cincinnati-Hamilton County. (The Community Action Agency is the Grantee agency through which we receive our Head Start funding. Arlitt is a Head Start Delegate.)

ARLITT POLICIES AND PROCEDURES

TARDINESS POLICY

For children to receive the maximum benefit from our program, consistent attendance is imperative. It is **expected** that children arrive and are picked up at their designated times.

Children enrolled in our full-day programs are expected to arrive **no later than 9:30 AM.**
Children enrolled in our morning programs are expected to arrive **no later than 9:00AM.**
Children enrolled in our afternoon programs are expected to arrive **no later than 1:15 PM.**
Children enrolled in our extended-day programs are expected to arrive **no later than 9:30 AM.**

If you are arriving late, you will be asked to sign a "Late Arrival Tracking Form". If your child is consistently arriving late, you will be asked to attend a problem solving conference to address the issue. When children are frequently late to school, they miss valuable curriculum time, meals and activities. Please help you children be part of his/her classroom community by being on time.

ATTENDANCE/ABSENCE POLICY

1. Policies Regarding Absences

- a. Parents are expected to call the office at Arlitt (556-3802) to report the cause of the child's absence every day of the child's absence. The parent should call to inform the teacher about progress or changes in the illness or other reason for absence. You will receive a call from the center when your child is not attending and we have not heard from you.
- b. Children should attend school every day to maximize the benefits from the program. We expect that children will attend unless they are ill. If a child does have to be taken out of school for a period of time because of family emergencies or a trip out of town, please notify the center.

2. Medical Absenteeism

- a. Children should be kept at home if parents feel that they are not well enough to participate in all of the school activities (water play, outside play, etc.).
- b. See page 12 for management of Communicable Disease Procedures.

3. Follow-up Procedures

- a. When the center has not been notified as to the cause of the child's absence from the classroom, an Arlitt staff member will call or, when the family has no phone, the Teacher, Family Advocate, and/or Coordinator will make a home visit on the third day to ascertain the reason for the absence. The teacher will report the absence and parent contact to a Coordinator or Director of the program.
- b. If the teacher is unable to contact the parent on the third day, a letter will be mailed to the parents by a Coordinator or Director asking that they get in touch with the center to inform the staff of the cause of the child's absence.
- c. If after one week the teacher, Coordinator or Director has received no response from the child's parent, a notice will be sent by the Coordinator or Director informing the parent that enrollment will be ended within one week if no response is received.
- d. If by the date indicated on the warning notice, a Coordinator or Director has received no response from the parent, a withdrawal notice will be sent by a Coordinator.

Experience has shown that there are times when parents and staff decide children are not making adequate adjustments to or adequate progress in a preschool group. In such cases as this, or where home and school are unable to cooperate adequately with each other, the Arlitt Child & Family Research and Education Center reserves the right to withdraw the child from school.

COMPLAINTS OR PROBLEMS PROCEDURE

1. Complaints or problems must be resolved directly with the person(s) involved.
2. If the issue is not resolved after step one, the complaint or problem must be explained to that person's supervisor. (See organizational chart in main office.)
3. If issue is not resolved following steps one and two, continue to follow the organization chart until a solution is reached.

4. If Complaints or Problems Procedure is not followed, person(s) submitting complaints or problems will be redirected to follow procedure.
5. Complaints or problems from the community at-large will be channeled to the appropriate staff person.
6. Head Start Federal regulation will be adhered to when reviewing any resolution concerning complaint or problem.

LICENSING INFORMATION/STAFF/CHILD RATIOS

The Arlitt Center is licensed by the Ohio Department of Job and Family Services for 119 children over 2 and a half years old. The department's website is: <http://jfs.ohio.gov/cdc>. We also participate in the Step Up To Quality program. Note: Concerns related to State licensing, not resolved through the procedure above, should be directed to 1-866-886-3537.

All children are supervised at all times. No teacher is responsible for more than 10 children at any given time. The number of children in a group does not exceed the maximum group size limitations of the licensing rules. No more than 20 children are present in any given classroom. The Center's licensing, including compliance report and evaluation forms from the health, building and fire departments, are posted or are available upon request. A child is considered to be enrolled in the center only after the registration fee and required paperwork are received and a program coordinator confirms the availability of space. This includes basic enrollment and health information. Any change to this information must be communicated to the office immediately so that current information is always on file. This is for the safety of your child. A medical form signed by a physician or certified nurse practitioner is required to be submitted within 30 days of admission. This medical must be updated every 13 months.

The Arlitt Center is also accredited with the National Association for the Education of Young Children (NAEYC).

GUIDANCE AND MANAGEMENT POLICY

The ultimate goal of guidance and management is self-control, making it possible to direct one's own behavior in the end. The role of the Arlitt staff is to help young children take steps toward responsible self-direction, as they are ready. Fundamental to this process is the child's feelings about himself. The Arlitt staff enhances the self-esteem of children. We want the child to feel accepted and successful.

Ground rules are reasonable and clear, established for the child's safety or to protect the rights of others. When ground rules are broken they are clearly and firmly restated. When a child infringes on the rights of another, the other child is encouraged to talk about how that makes him feel. The teacher may also explain or interpret how others feel when something happens. Many other positive guidance techniques are used such as: structuring the environment to support appropriate behavior, appropriate timing of teacher intervention, logical consequences of actions, etc. Physical/emotional punishment is not used. For example, shaking, hitting, spanking, pinching, name calling, cursing, sarcasm, withholding affection, and coercion are all prohibited practices. Suspension and expulsion are not used. When children are engaging in behavior unsafe to themselves and/or others many strategies will be utilized to help him/her gain control. When strategies are exhausted and safety remains a concern, parents will be contacted and may be asked to pick up their child. A plan will be made for the child to return the following day. When reoccurring unsafe behavior becomes a pattern

and all possible interventions have been exhausted, Arlitt will assist the family in accessing services and an alternate placement. These decisions are always made in the best interest of the child. Arlitt's policy complies with all federal and state civil rights laws.

Arlitt implements developmentally appropriate positive guidance strategies with the children. The teachers rely on many guidance techniques that specifically promote prosocial behaviors and emotional development. One of the most frequently used strategies is resolving conflict through problem solving. This is used to teach children who are disagreeing how to resolve the conflict rather than punishing them. This gives the children the opportunity to verbally express their feelings and generate their own solutions to the problem. Other frequently used strategies, adapted from Guidance of Young Children (1995, Marion), are listed below.

Modeling appropriate behavior: Demonstrating desired behavior (eg. hand washing, table manners, social skills, expressing anger with words instead of actions)

Using logical consequences: Consequence should be logically related to the unsafe or inappropriate behavior (eg. "We are here for a story. You can sit next to Sue and listen to the story without pushing her or you can sit with a teacher and listen to the story. You decide.")

Redirecting children's behavior: Making substitutions, remind/suggest a more appropriate, safer way to engage in an activity.

Active Listening: Careful, accurate listening to a child's feelings, conveying adult's recognition and acceptance, merely feeding back your perceptions of the child's feelings without giving advice or trying to persuade the child to feel differently.

Using "I-messages": Stating the problem and communicating your feelings respectfully, giving the child a chance to change behavior (eg. "I see that there are a lot of pots and pans out in the dramatic play area and it is almost time to go outside.")

Managing strong emotions responsibly: Used to support children in recognizing and learning responsible ways to manage strong emotions like anger, allow and encourage children to acknowledge all feelings while firmly not permitting them to hurt anybody because of those feelings.

We rely on our abiding respect for children and our perspective-taking skills. We do not punish. We strive to be authoritative care-givers helping children to preserve their dignity. We hope our efforts help your child to have a successful preschool experience. Our belief is that parents and teachers working together can lay a good foundation toward this goal. Consistency between home and school is crucial. If you are interested in learning more about our positive guidance strategies, ask your child's teacher, coordinator, or the director.

Arlitt staff will consider the frequency, intensity, and duration of unacceptable behaviors as well as the developmental level of individual children to determine if a behavioral intervention plan is warranted. Abusive behaviors will not be tolerated. When these situations arise, Arlitt staff expects parents to be active partners in the problem-solving process.

In the event that difficult, challenging, or unsafe behaviors occur, a team, including the parent, will

convene to develop a behavioral intervention plan according to assessed individual needs.

A behavior management procedure is available upon request.

All guidance and management policies apply to all Arlitt Staff.

PARENT ACCESS

Parents or guardians of a child enrolled at Arlitt are permitted access to the center during its operating hours to contact his/her child or to evaluate the program or for other purposes approved by the director. All visitors are requested to sign in.

CUSTODY AGREEMENT PROCEDURES

Arlitt must have a copy of all custodial agreements in the child's file. If there is a restraining order, we need documentation of this as well. The staff adheres to statements outlined on these documents.

NAP POLICY

All children enrolled in the full day/extended day programs will be given the daily opportunity to rest or play quietly on their cot for a short period of time. Children who do not fall asleep during the rest period will be permitted to engage in quiet activities for the rest of nap time. When children have difficulty complying with the nap routine, parents will be asked to attend a problem solving meeting.

CLASSROOM PLACEMENTS

We feel it is important for children and for our student teachers to have experience with a diverse population of children enrolled at Arlitt. Multiple factors are considered during the enrollment process. Although we try to consider parental preference for sessions and teachers, we can never guarantee in which session or with which teacher a child will be placed for the current or subsequent year.

CHILDREN'S SERVICES

BEHAVIOR CONCERNS AND PARENT PARTICIPATION

Teachers gather a variety of information to assess children at Arlitt in all areas of development. When a child exhibits behaviors that may indicate a need for extra support in any given area, but particularly when addressing problem behaviors, the parent or guardian will be contacted, and if deemed necessary, a system of regular or even daily communication with the parent or caregiver will be put into place. When behaviors of concern (such as physical aggression towards oneself or others) arise, the teacher may begin to document the frequency, duration and intensity of these behaviors. It is always Arlitt's goal to support the child in having the most successful experience possible. To accomplish this, we may ask parents and caregivers to help in a variety of ways including but not limited to: being available for meetings or phone calls, completing daily home/school reports, helping to assess the need for a referral to an outside agency, discussing the issue with your child's pediatrician, or even adjusting the length of your child's day at school. Some children may also qualify for additional on-site services through our local school district. If your child may be eligible

for these services, we will let you know and help you through the evaluation process. Arlitt offers a multitude of resources for children and families both in hours and on a referral basis but we do need consistent communication and cooperation from parents who are, after all, their child's first and most important educators.

CHILDREN IDENTIFIED WITH DEVELOPMENTAL CONCERNS OR DISABILITIES

Inclusionary preschool programs give all children a chance to play and learn with others who will someday be their co-workers, friends, and neighbors. Children benefit most from being together on a regular basis during the years when their attitudes and perceptions of themselves and others are most pliable. They will gain a greater understanding of the range of human differences, and will learn to enjoy being with other children who manifest different characteristics and capacities. Children identified with developmental concerns or disabilities are totally included into our program. Services such as speech therapy are provided within the context of the classroom.

CONSULTATION WITH OTHER AGENCIES

The Arlitt teaching staff consults with the many specialized agencies serving children in the Cincinnati area on an as-needed basis. In the past we have worked in collaboration with the Foundation for the Blind, Cincinnati Center for Developmental Disorders, the United Cerebral Palsy Association, the University's Special Education program, the University's Speech and Hearing program, the University's School Psychology Program, the Ohio Early Intervention Project, Cincinnati Psychoanalytic Institute, etc. to support the success and inclusion of children with disabilities. When the consultants are to be directly involved with your child we, of course, discuss this with you and secure permission ahead of time.

If a teacher is concerned about the most effective way to work with a specific child, the parent would be informed and parental permission would be needed before any outside agency could be contacted. An Arlitt Coordinator will facilitate referrals to outside agencies at the parent's request.

When parents have concerns about their child's emotional development, they are encouraged to discuss these with their child's teacher. Parents may wish to request a consultation with an outside agency. An Arlitt Coordinator will facilitate the referral at the parent's request.

SCREENING AND ASSESSMENT

All children are observed during the normal daily routine in all areas of development (language, cognition, gross/fine motor, and social/emotional) for any indications of developmental concerns. Teachers are trained in the use of screenings and assessments, including inter-rater reliability certification. The teachers compile information about each child in a portfolio. All information is reflected upon within the framework of the curriculum. Teachers also use continual assessments to determine what children know and plan curriculum that supports each individual child's growth. Reports are shared with parents at conferences and as needed. Parent input is also considered when assessing and planning for children.

Speech/language/vision/hearing and mental health screenings may also be completed on children if results are not available from physician. Screening is required for Head Start funded children. Following screenings, a collaborative team consisting of professionals, who may include the

executive director, director, teacher, mental health/disabilities coordinator, licensed psychologist and speech pathologist, conducts a team record review of all areas of development to identify children who may be at risk and in need of support services. The results of the screenings are shared with parents and further recommendations are discussed. Tuition children are referred by parents and/or teachers for formal speech and hearing screenings and/or evaluation services.

Formalized assessment is conducted when teachers and consultants determine that additional information would be helpful in planning and implementing developmentally appropriate programs for individual children. Valid instruments for assessing very young children are extremely rare, therefore, we rely heavily on observational and descriptive data. If additional information is required, a standardized developmental assessment may be administered, with written permission from the parent.

Ongoing evaluation occurs throughout the year. Assessment information is used in curriculum and program planning. Information about each child is exchanged with parents at conferences in December and May. Additional parent conferences may be arranged as needed.

SPEECH THERAPY

Speech/Language therapy is available on a case by case basis for children if screening and assessment indicates the need. Graduate student therapists are supervised by Amy Hobek, a licensed Speech Pathologist and Communication Disorders clinical supervisor. Head Start funded children have priority to these federally funded services. A sliding scale fee will be charged for assessment and therapy for tuition funded children in need of services.

If at any time, questions regarding the Arlitt Program arise, please do not hesitate to contact a teacher, a coordinator, the executive director, or the director at 556-3802.

FREQUENTLY CALLED NUMBERS

Victoria Carr	556-3805
Front Desk	556-3802
Sharon Reddert (Business Office)	556-3803
Mary Beth Wright	556-3804

CACFP NONDISCRIMINATION STATEMENT

FULL STATEMENT:

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, (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.

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 five groups)
Milk	Milk	Milk
Fruit or Vegetable	Meat/meat alternate	Meat/meat alternate
Grain	Grain	Grain
Meat/meat alternate (may be substituted for the grain up to 3 times per week)	Vegetable (two different vegetables can be substituted for a fruit)	Vegetable
	Fruit	Fruit

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

University of Cincinnati
Arlitt Preschool
47 W. Corry Blvd.
Cincinnati, OH 45221-0125
513-556-3802

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

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.

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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.

10/2017

Center Parent Information

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

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

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

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

The administrator's hours of availability and child/staff ratios are posted in a noticeable place in the center for review.

The licensing record, including licensing inspection reports, complaint investigation reports, and evaluation forms from the building and fire departments, is available for review upon written request from the Ohio department of job and family services.

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

For more information about child care licensing requirements as well as how to apply for child care assistance, Medicaid health screenings and early intervention services for your child, please visit <http://jfs.ohio.gov/cdc/families.stm>