

Ohio Department of Job and Family Services
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 child care are available for review at the facility upon request.

The administrator and each employee of the facility is required, under Section 2151.421 of the Ohio Revised Code, 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.

Contact information for parents/guardians of the children attending the facility is available upon request. This information will not include the name, telephone number or email of any parent/guardian who requests that his/her name, telephone number or email not be included.

Recent licensing inspection reports and any substantiated complaint investigation reports for the past two years are posted in a conspicuous place in the facility 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. The center's licensing inspection reports for the past two years are also available for review on the Child Care in Ohio website. The website is: <http://ifs.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.

LAKELAND'S CHILDCARE PARENT HANDBOOK – 5th Edition

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LAKELAND'S CHILDCARE PARENT HANDBOOK

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Center's Name

Teaching Learning Center / Campus Kids

Address

Lakeland Community College
7700 Clocktower Drive
Kirtland, Ohio 44094

Location

Building L
Rooms L-01 – L25
[www.lakelandcc.edu/tlc or edu/ck](http://www.lakelandcc.edu/tlc%20or%20edu/ck)

The program consists of an Infant/Toddler Developmental Learning classroom, ages 16 months – 3, and two Preschool / Pre-Kindergarten classrooms, ages 3-6. The owner of our program is Lakeland Community College and the owner's representative is the Dean of Applied Studies.

Licensed Center

The Teaching Learning Center is licensed by the State of Ohio Department of Job and Family Services. The Center operates legally in accordance with Chapters 5101:2-12 of the Ohio Administrative Code governing licensure of Child Day Care Centers.

NAEYC Accredited Center

The Teaching Learning Center is an accredited program by the National Association of Education for Young Children. This accreditation ensures that the Teaching Learning Center has met the criteria for professional standards of excellence in the early childhood field.

Telephone Numbers

- Front Desk 440-525-7500
- Fax Number..... 440-525-7637
- Director 440-525-7196
- Toddler Classroom 440-525-7635
- Preschool 1 Classroom 440-525-7326
- Preschool 2 Classroom 440-525-7003
- Toddler Lead Teacher 440-525-7421
- Preschool 1 Lead Teacher 440-525-7451
- Preschool 2 Lead Teacher 440-525-7489
- CK Lead Teacher 440-525-7010
- CK Classroom..... 440-525-7347

Calls made to the Center between 7:15 a.m. and 6:00 p.m. will be answered by a receptionist on duty. Calls will be forwarded to each classroom and/or messages will be taken as need be. Center staff has immediate access at all times to a working telephone in each classroom.

Director's Office Hours

The director has office hours from 9:00-5:00 p.m. Monday through Friday. If you would like to meet with the director at another time, please call either the director or receptionist and a more convenient time will be scheduled.

Hours of Operation

TLC hours of operation are Monday through Friday (year round) 7:15 a.m. until 6:00 p.m. The center will be closed to observe the following holidays: Labor Day, Martin Luther King Day, President's Day, Memorial Day, Fourth of July, and Teacher Preparation / In-Service Days. Holiday breaks include Thanksgiving break, December holiday break, and a center closing in August. Please check the TLC calendar for specific dates.

Campus Kids hours of operation are Monday through Thursday (spring and fall semester) 7:45 a.m. until 6:00 p.m. and 7:45 a.m. – 1:00 p.m. on Friday. Summer semester hours are Monday through Friday 7:45 a.m. until 1:00 p.m. Ages 3 through Kindergarten can attend all hours of operation. First graders through 10 years old can attend from 3:00-6:00 p.m. during the spring and fall semester, and 7:45 a.m. – 1:00 Monday through Friday during the summer semester.

Enrollment Policy

Enrollment in the **TLC** is open to the public. As a college facility, the center is committed to the policy that all persons who may benefit from our type of curriculum shall have equal access to its program and facilities. Children shall be 16 months to 5 years by the time of enrollment. Each child and parent will have a personal interview prior to enrollment in the TLC. Vacancies are filled on a first-come, first served basis with preference given to brothers and sisters of children presently or previously enrolled. The center reserves the right to make decisions about the initial and continued enrollment.

Enrollment in **Campus Kids** is open to children of Lakeland Students and Holden University students. Children must be 3 years to 10 years at the time of enrollment. Vacancies are filled on a first-come, first-serve basis. The Center reserves the right to make decisions about initial and continued enrollment.

Registration Forms

At the time of registration, the parents will receive enrollment papers including a personal history form, a medical form, and an emergency medical authorization form. Ohio Laws for Child Day Care Centers require that each child be examined by a licensed physician prior to the date of admission or within 30 days and annually thereafter until 6 years of age. Prior to admission means within 6 months for children less than 3 years, within 12 months for 3-6 year olds.

The center must have the completed Emergency Medical Forms on file before your child may enter the center. Parents are asked to keep the center informed during the year of change of address and phone numbers at home or at work so that we can keep information updated.

Tuition and Fees

Enrollment in the **TLC** is considered continuous for one year. Parents “purchase” a one-year enrollment “slot” for child care by contract agreement. Your child’s tuition is a yearly fee, and is calculated to include all days of operation. The tuition is broken into monthly payments for your convenience and ease. Parents are charged for all days a child is enrolled whether the child is in attendance or not. All children continuing their enrollment slot through August, and not continuing on to kindergarten, will automatically be re-enrolled for the next school year. The last day of school for those going on to Kindergarten will be the last day of summer before closing for two weeks.

Tuition payment is due at the beginning of each month. Please submit payment to the college’s cashier’s office. Prompt payment of your bill is required. Fees two weeks or more in arrears will result in possible withdrawal procedures. Checks can be made out to Lakeland Community College / Teaching Learning Center.

No credit on tuition is given for absence due to illness, appointments, and scheduled school holidays and/or school closings due to weather, etc. When holidays occur during the school week, a full week’s tuition must be paid.

When an enrollment position is given up, the **TLC** immediately considers the waiting list for enrollment entry. Children who are newly enrolled in the TLC in June are then automatically re-enrolled in the program in August.

Enrollment in the **Campus Kids** program is purchased on a semester basis. Parents will receive a tuition contract per semester. Tuition credit will not be extended to absences due to illness, appointments and scheduled school holidays and/or school closings. When holidays occur during the school week, the parent is still required to pay for the scheduled hours if they have class normally on the day the college is closed. The registration fee is \$7.00 per school year and hourly fee is \$2.50 an hour.

The Tax Exempt number is **34-1011011**

Refund Policy

In the event that a parent chooses to withdraw their child prior to entrance at the **TLC**, there will be no refund of any fees. Parents/caregivers should notify the director if they plan to withdraw their child. Two weeks advance notice in writing must be given. Full fees remain due until expiration of those two weeks whether or not the child is in attendance.

Campus Kids registration fee is non-refundable. Parents who drop their classes will be entitled to the following refund per Lakeland policy: First week of the semester 100 %, second week of the semester 50%, and after the second week no refunds of child care fees.

Absences

Parents/caregivers are required to call the center if their child will be absent from school no later than 9:30 A.M. The **TLC** 1 Preschool telephone number is 525-7326, **TLC** Preschool 2 telephone number is 525-7003, **TLC** Infant/Toddler class number is 525-7635, and **Campus Kids** telephone number is 525-7247.

Late Pick-Up

Late fees are charged anytime a child is picked up after 6:00 P.M. If the parent/caregiver knows they are going to be detained, they should notify the **TLC** so the staff can reassure the child. The late fee is \$5.00 for each 15 minutes past the closing time.

Campus Kids parents are asked to be punctual in arriving to pick up their child. If you know you are going to be late, you must notify the center immediately. A 1 hour additional late fee will be charged any time you are more than 15 minutes past your scheduled pick up time.

If by one half hour after closing time the center has not heard from the parent/caregiver, an emergency situation will be assumed. Lakeland Community College Campus Police will be called and the situation will become a matter of police record as an emergency.

Parents/caregivers who are chronically late will be asked to discuss the problem with the Administrator. Consistent lateness may be cause to ask you to withdraw your child from the program.

In all cases, a parent must, if late, sign the late sheet and pay the appropriate overtime charges within two school days.



Teaching Staff

The TLC/Campus Kids teaching staff is professionally trained in early childhood education and child development. The lead teachers in the center hold baccalaureate or their equivalent degree in Early Childhood Education. Associate teachers hold, minimally, an Associate Degree and experience in Early Childhood and a State Department of Education Pre-kindergarten Associate Teaching License. Other adults in the center may include student teachers from the Early Childhood degree program.

Early Childhood Lab School

The function of the TLC/Campus Kids at Lakeland Community College is to train Early Childhood Education (ECE) students preparing for teaching careers with young children. Students will gain experience in all aspects of operating an early childhood classroom, including opportunities to interact with our families. Students are assigned to a classroom per semester.

Code of Ethical Conduct

The program recognizes that those who work with young children face many daily decisions that have moral and ethical implications. As members of the program's teaching staff and team, the teachers agree to honor the following core values of ethical behavior:

- Appreciate childhood as a unique and valuable stage of the human life cycle.
- Appreciate and support the bond between the child and family.
- Respect the dignity, worth, and uniqueness of each individual.
- Respect diversity in children, families, and colleagues.

Non-Discrimination Policy

The program will not deny enrollment to any person with regard to race, color, religion, gender, national origin, age, or disability.

Admissions of Children with Exceptionalities

Children with special needs are considered on an individual basis as to the ability of programs to provide a developmentally appropriate program that will promote the total development of the child. The program must be determined to be the least restrictive environment for the child.

Roster Information

A roster of names and telephone numbers of parents and guardians of children attending the center is available upon request. The rosters are prepared in accordance with Rule 5101 of the Ohio Administrative Code. This roster shall not include the name or telephone number of any parent who requests the center Administrator not include his/her name or telephone number.

Arrival & Departure Policy

Parents/caregivers are required to accompany their children into the center classroom and return there to pick up the child. The center follows sign-in and sign-out procedures. This procedure for daily attendance is mandatory and required by State Law. Upon arrival in the morning, parents are to sign their child in at the front desk and the staff are to be informed of arrival and any circumstances at home that may affect the child's behavior at school (special visitor, late bedtime, etc.).

Parents/caregivers are responsible for informing a staff member when the child is leaving. Parents are urged to pick up their child promptly. If an emergency arises, parents should immediately contact the center so that arrangements can be made for a member of the staff to stay with the child.

Program Transition

Our program's transition policy is based on each child's individual needs. As a whole we take into consideration the following:

- How easily the child manages change
- Times of the day that are challenging for the child such as: nap time, lunch time, or outside play time.
- Whether a peer of the child also could transition to help support and comfort the child if needed.

At the *TLC* in May; if not January at Parent Teacher Conferences the teachers and parents discuss the timing of transitioning into a different classroom. The parents and teacher will discuss their child's growth and development and the new classroom expectations. At this time the teacher will record on the child's Individual Development Plan how and when the child will begin transitioning. All documents will be transferred to the lead teacher of the new classroom prior to the child entering the classroom. Yearly, we rotate our staff so that at least one teacher is following a group of children during their destination at our program. When a child transitions out of our program they receive a 3-ring binder that contains development checklists and teacher documentation of the skills the child has mastered, or is still developing. As the children "graduate" from our program they receive a group signed graduation cap and a classroom party.

At **Campus Kid's** orientation, the director/assistant director will meet with the parent to go over their class schedule, parent handbook, center forms, payment forms, how to get into the building, where to sign your child in, and the location of the classroom. We also encourage families to bring their child to the orientation that will provide them with an opportunity to tour the classroom and meet the teachers. Due to the nature of the program, children are transitioned into the program during orientation and on the first day they attend. We encourage parents to arrive early to spend time before attending their classes during the first week of attendance. The lead teacher coordinates opportunities for transition based on each family's individual needs. Children who will be going on to kindergarten will be introduced to a variety of activities towards the end of spring or summer semester. The activities include: books, discussions at circle, having a kindergarten visitor, and a trip to Lakeland's cafeteria, Breakers.

Transition Procedures

Transition Procedures

Many children experience their first separation from parents and their first introduction to group care when they enroll into our program. We want to help make the transition from home to center as smooth and positive as possible. With this goal in mind each child will be gradually introduced to the classroom environment.

Transition into the Center

Parents/Caregivers receive a written copy of the formal transition schedule prior to their first day of school. Families are encouraged to make a few informal visits to their child's classroom the week before their first day of school. This helps the child and caregiver become familiar with the school environment in a relaxed, unhurried way. The first day of school the child and the parent/caregiver attend school for two hours in the morning together. The parent/caregiver is given a special tour and information is exchanged about the classroom with the lead teacher. The second day of school the child attends school for four hours through lunch. The parent/caregiver views the classroom from the observation booth. The lead teacher is available to the parent/caregiver throughout the morning. The third day the child attends school for six hours through naptime. The parent/caregiver is welcomed but not obligated to stay in the observation booth. The fourth and fifth day of school the child attends the full length of the day. Throughout the transition process, children are given special attention to familiarize them with new classroom teachers, and friends. One teacher takes the role to be their "special teacher," the person the child may bond to. Throughout the day the teacher and child will experience the morning together, including activities like stories, puzzles, painting, music, and large motor. New friendships will be encouraged. Parents/Caregivers will be given a verbal and/or written daily report of their child's day at school for the first week. Children needing more transition time will be discussed on an individual basis.

Classroom to Classroom Transition

At the time of transition to a different classroom due to the child's change in age or developmental ability the lead teacher will meet with the child's parent/caregiver to put together a transition schedule. The schedule is based off the needs of each individual child. The parent is required to meet with the new classroom lead teacher to get the child orientated with the classroom. After that orientation takes place the parent/caregiver will need to observe the new classroom their child is in. Children preparing to transition into a different room are offered informal visits to the new classroom during both morning and afternoon hours. The child begins visiting for an hour at a time. The child's current teacher will accompany the child during their visit to ensure a feeling of comfort and security. When the child has reached a comfort level these visits are increased in length and not accompanied. Parents/Caregivers are asked to accompany the child for a two hour visit. This entire process usually takes about two weeks or more depending on each individual child. Photo books of the new classroom and play area are integrated into the curriculum. Activities are also offered prior to transitioning into a new classroom that demonstrates the new classroom's expectations.

Transitioning Into Kindergarten

Beginning in January a variety of Kindergarten readiness skills are introduced and practiced in the Preschool 2 classroom. Many activities are offered to help each child to prepare for kindergarten. Naptime is adjusted for the older children getting ready for kindergarten. “Going to Kindergarten” stories and visits by past students who are now in kindergarten take place in spring. Fun activities such as lunch box day, cafeteria day, and tray day are a few experiences the children also enjoy. A kindergarten teacher will visit the classroom, answer questions and reassure the children. Parents/Caregivers are encouraged to begin kindergarten enrollment plans with their local public school or school of choice. During the summer, as each child leaves the program, their last day is their “individual” graduation day, celebrated with a special class signed graduation cap and party. Their portfolios and work samples are given to each child to cherish and share with their kindergarten teacher.

Parent Teacher Conferences

At the *TLC* in May, if not January at Parent Teacher Conference the teachers and parents discuss the timing of transitioning into a different classroom. The parents and teachers will discuss their child’s growth and development and the new classroom expectations. At this time the teacher will record on the child’s Individual Development Plan how and when the child will begin transition. All documents will be transferred to the lead teacher of the new classroom prior to the child entering the classroom. Yearly, we rotate our staff so that at least one teacher is following a group of children during their destination of the program. When a child transitions out of our program they receive a 3-ring binder that contains developmental checklist and teacher documentation of the skills the child has mastered, or is still developing. As the children “graduate” from our program they receive a group signed graduation cap and classroom party.

Campus Kid’s lead teacher will schedule one conference each semester. These conferences give parents and teachers the opportunity to meet privately and to share information about the child’s development at home and at school. A parent or teacher may also initiate conferences at any time during the year. Phone conferences are also an option.



Lakeland's Teaching Learning Center

Center Mission Statement

- The mission of the Teaching Learning Center is to provide quality care and learning for the children and families that we serve while modeling a developmentally appropriate early childhood program for early childhood education students.

The Program Goals

- Provide an educational childcare program of the highest quality to Lakeland Community College and community families.
- Provide children 16 months to 6 years with developmentally appropriate educational experiences.
- Provide a quality program whose curriculum reflects the cognitive, emotional, physical, social and creative development of the young child.
- Establish a positive ongoing rapport with caregivers by being supportive of families' goals and needs.
- Serve as a training facility and observational site for Lakeland Community College students preparing for careers in Early Childhood Education, Psychology, Nursing, Education, and other related fields.
- Function as a laboratory for development of curriculum and teaching strategies for early childhood centers.

Philosophy Statement

The philosophy of the *TLC* is to inspire in young children the values, challenge and excitement for learning through teacher guidance and social interactions. Young children should have the opportunity to establish positive attitudes towards the learning process, teachers, and school through a variety of creative and meaningful school activities. The Teaching Learning Center believes that positive relationships with the families of the children enrolled are of utmost importance. Through information gathered from parents, observation, and interaction with the child, teachers plan curriculum that reflect the individual needs and interests of each child. The program and classroom environments are designed to meet the different learning styles and creative expressions of the children.

Infant/Toddler Goals

The infant/toddler child is a person who is full of awe and wonder. Every experience provides new information about them and the world they live in, “Me” and “mine” is the central learning point for all toddlers. As they use their bodies and senses to explore their environment, this self-centered, hands on learner is striving toward independence and success. Keeping in mind each child’s individual stage of development, the goals for the toddler learner are:

- **Personal Growth** – Caring for one’s needs and developing trust and confidence in one’s own skills and abilities.
- **Emotional Growth** – Helping each child to better understand their feelings through opportunities to manage, regulate, and practice emotional and physical control of their bodies.
- **Social Growth** – Providing opportunities to learn how to play, be a member of a group and develop trust for other known caring adults.
- **Cognitive Growth** – Providing experiences to learn about their world that encourage problem solving and sustained attention.
- **Language Growth** – Offering activities and an environment that encourages a wide variety of communication skills including conversation, books, and the world of drawing and writing.
- **Physical Growth** – Providing many opportunities to develop basic gross motor skills and basic fine motor skills.
- **Creative Expression** – Providing many medias of art for self-expression and pride in one’s creativity.

Preschool Goals

The preschool child is a person who is working hard at “growing up”. “I have an idea!” and “Let me do it” are cornerstones of the preschooler’s emotional and cognitive development. This young person is striving to be a more mature, responsible and an independent self. He and she seek opportunities to take initiative, to pursue new activities, and to show what they have made or learned. It is an age of pride, accomplishment, and sharing one’s successes. Keeping in mind each child’s individual development and interests, the goals for the preschool learner are:

- **Personal Growth** – Caring for one’s needs; fostering self-respect, self-confidence and developing trust in one’s own skills and abilities.
- **Emotional Growth** – Helping each child to better understand one’s feelings; encouraging each child to express and communicate in respectful ways.
- **Social Growth** – Enabling each child with awareness and caring for each other; experiencing and practicing social problem solving skills; creating opportunities for positive social interactions and successes; exposure to cultural and social diversity.
- **Cognitive** – Providing experiences for exploration and experimentation through which children learn to trust their own skills and observations; provided opportunities for learning and problem solving skills, logical thinking, and symbolic thinking.
- **Language** – Providing social and learning interactions with peers and adults that foster oral communication skills in listening, speaking; reading, and writing skills.
- **Creative Expression** – Providing opportunities to “have fun” and a feeling of accomplishments through the “arts”; exposure to artists and their art forms.

Lakeland's Campus Kids

Center Mission Statement

- Lakeland Community College's campus child care program provides a safe, quality learning environment for the children of students.

The Program Goals

- Classroom Environment - The play-based environment fosters optimal learning through engaging materials and activities employing a variety of experiences including large/small group, and active/quiet activities that are developmentally appropriate.
- Learning and Development – The children will engage in hands-on meaningful and relevant learning experiences while providing opportunities to choose and explore interests while enhancing development in all domains - - social, emotional, cognitive, language/literacy, physical, and creative.
- Goals – The program has established realistic goals for children that support learning in specific areas related to Ohio Standards that are measured using children's work samples as evidence.
- Relationships – The children, families, teachers and staff will work together to establish relationships conducive to children's learning.

Philosophy Statement

We believe children learn best through hands – on experiences that are active, engaging, and meaningful in a play-based environment that fosters development in language/literacy, social, emotional, cognitive, creative, and physical development.

We believe teachers are facilitators who actively participate in children's learning. These professionals create an environment that meets the individual needs of all children while fostering independence and promoting problem solving and communication skills. Teachers are role models and supporters of children and their families.

We believe child care should be based on partnerships with families that support parents in the role of being “a child's first teacher.” The classroom should be welcoming and establish a culture for learning through setting appropriate goals for children, creating a developmentally appropriate environment, and celebrating diversity.

Campus Kids

Preschool Goals

The preschool child is a person who is working hard at “growing up.” “I have an idea!” and “Let me do it” are cornerstones of the preschooler’s emotional and cognitive development. This young person is striving to be a more mature, responsible and an independent self. He or she seek opportunities to take initiative, to pursue new activities, and to show what they have made or learned. It is an age of pride, accomplishment, and sharing one’s successes. Keeping in mind each child’s individual development and interests, the goals for the preschooler are:

- **Personal Growth** – Caring for one’s needs; fostering self-respect, self-confidence and developing trust in one’s own skills and abilities.
- **Emotional Growth** – Helping each child to better understand one’s feelings; encouraging each child to express and communicate in respectful ways.
- **Social Growth** – Enabling each child with awareness and caring for each other; experiencing and practicing social problem solving skills; creating opportunities for positive social interactions and successes; exposure to cultural and social diversity.
- **Cognitive** – Providing experiences for exploration and experimentation through which children learn to trust their own skills and observations; providing opportunities for learning and problem solving skills, logical thinking, and symbolic thinking.
- **Language** – Providing social and learning interactions with peers and adults that foster oral communication skills in listening, speaking; reading, and writing skills.
- **Creative Expression** – Providing opportunities to “have fun” and a feeling of accomplishments through the “arts”; exposure to artists and their art forms.

School Age Goals

The program will provide a safe & clean environment. The school age child will enjoy a variety of academic and social activities. By nature school age children like to be challenged and participate in competitive opportunities. Therefore the program will provide a variety of materials and activities that challenge their needs and interests, for example, board games, computer games, and physical activities.

Our Program Curriculum Guidelines

The center incorporates the following into its core curriculum practices:

1. Ohio's Educational Standards
2. NAEYC Program Standards
3. Creative Curriculum
4. Brigance Standard Screening Assessment Tool
5. Deca Social/Emotional
6. Ages and Stages Assessment Tool

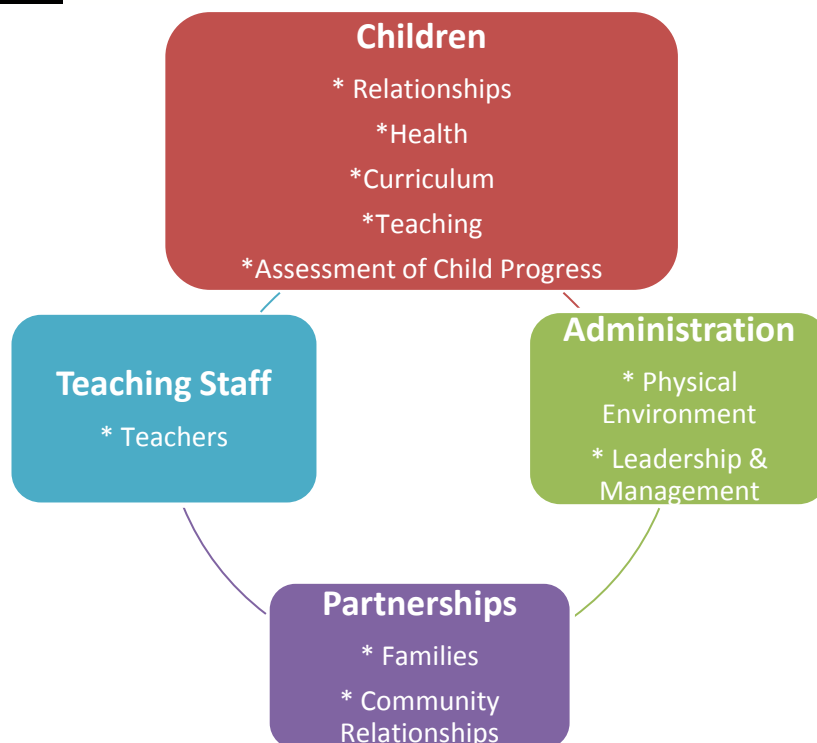
Ohio's Early Learning and Development Standards in All Essential Domains of School

Readiness (Birth - Age 5) and the Ohio Academic Standards (K-12)

The Ohio Learning and Developmental Standards were created as part of a collaborative effort of state agencies serving young children including Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health, Ohio Department of Disabilities', and the Governor's Office of Health Transformation. The state agencies worked with national experts and writing teams made up of Ohio-based contents experts and stakeholders to revise and expand standards in the five developmental domains.

- Social and Emotional Development
- Physical Well-Being and Motor Development
- Approaches toward Learning
- Language and Literacy Development
- Cognition and General Knowledge

NAEYC Program Standards - National Association for the Education of Young Children



TLC DAILY SCHEDULE -INFANT/TODDLER DEVELOPMENTAL LEARNING PROGRAM



Time	Activity
7:15-8:45	<u>Parent-Teacher-Child Greetings</u> – Welcome and acknowledge each child/family upon entry.
8:00-8:45	<u>Enrichment and Open Centers</u> - Play Centers Open: Sensory Table, Table, Cooperative Learning Center, Construction, Dramatic Play, Library, and Writing Center. Enrichment activities may include art, table games, science activities, language arts, and gross/fine motor.
8:30-10:15	<u>Diapering/Toileting Learning</u>
8:45-9:00	<u>Family Meeting</u> – Good morning songs and theme related activity – Song/Story
9:00-9:45	<u>Large Motor Play</u> – Indoors or outdoors weather permitting.
10:45-11:00	<u>Small Group</u> – Teacher directed activity that includes skill development.
11:00-11:30	<u>Manipulative</u> – Materials and activities
11:30-11:45	<u>Pre-Lunch</u> – Teacher directed activity with whole group used as a transition to lunch.
11:45-12:15	<u>Lunch</u> – Socialization, Table Manners, Self-serving skills, and exposure to new foods.
	<u>Diapering/Teeth</u>
12:00-12:30	<u>Nap Prep</u> – Books on cots
12:30-3:00	<u>Nap Time</u> – Rest/Sleep offered one and half-hours. Remainder- quiet activities
3:00-3:30	<u>Snack / Open Centers</u> – Classroom centers are open for children's free choice while snack and enrichment is being offered
	<u>Diapering / Toileting</u>
3:30-3:45	<u>Family Meeting</u>
3:45-4:30	<u>Large Motor</u> – Indoor or Outdoor
4:30-6:00	<u>Closing Choices</u> – Tabletop choices. Preparation to go home.

TLC DAILY SCHEDULE - PRESCHOOL 1 & 2



Time	Activity
7:15-9:00	<u>Teacher / Family Greeting</u> Breakfast, free play, and large motor activities
9:00 a.m.	<u>Preschool Begins</u>
9:00-9:30	<u>Focus Time</u> – Teacher directed small group activities
9:30-10:30	<u>Class Time / Open Snack</u> This is an enrichment time during which all classroom centers are open. Teachers are available in these centers as well as offering special curriculum related activities. The centers include art, language arts, math manipulative, science, dramatic play, blocks, sand and water, and computer. Special activities may include cooking, science, experiments, board games, card games, creative expressions, project work, etc.
10:30-11:00	<u>Musical Arts</u> – Singing, dancing, and musical instruments
11:00-11:30	<u>Large Motor Play</u> – Indoor / outdoor activities
11:30-11:45	<u>Pre-lunch</u> – Teacher directed language arts activities
11:45-12:30	<u>Lunch</u> – Family style lunch, socialization, table manners, clean-up and tooth brushing
12:30-1:00	<u>Preparation for Naps</u> – Books, puzzles, story time.
1:00-3:00	<u>Nap Time</u> – Sleep, rest, quiet choices
3:00–4:00	<u>Snack / Enrichment</u> – Teacher directs small group activities geared toward language arts, math, science or social/emotional development
4:00-4:15	<u>Musical Arts Activities</u>
4:15 – 4:30	<u>Small Group</u> – Teacher directed activities
4:30 – 5:30	<u>Gross Motor</u> - Indoor/Outdoor weather permitting.
5:30-6:00	<u>Quiet Time</u> – Tabletop choices. Preparation to go home.

CAMPUS KIDS - DAILY SCHEDULE



Time	Activity
7:45-10:15	<u>Arrival, Free Choice, Snack, Art</u> <u>Small Group 1</u>
10:15-10:30	<u>Circle</u>
10:30-11:00	<u>Large Motor</u>
11:00-11:40	<u>Free Choice, Art</u> <u>Small Group 2</u>
11:45-12:30	<u>Clean-Up, Lunch</u> <u>Prepare for Afternoon, Reading</u>
12:30-2:30	<u>Nap or Free Choice, Art</u>
2:30-2:45	<u>Circle</u>
2:45-3:00	<u>Snack</u>
3:00-3:45	<u>Large Motor</u>
3:45 – 6:00	<u>Free Choice, Homework</u> <u>Art, Reading, Small Group</u>

Program Policies



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Child Release Policy

Your child will be released only to parents or legal guardians or persons for whom the center has written authorization on the child's Release Form. The parent or guardian is responsible for informing a staff member either by phone or written note if their child is to be released to persons other than the parent or guardian. A written permission will be required if the person is not on the authorized pick up list and/or he or she will be picking up the child on consecutive days. Proper photo ID will be required. A child shall only be released to persons 16 years of age or older, except when parent or guardian permission is on file. This written permission shall be signed and dated by the parent or guardian and administrator.

Children enrolled in the program may not be released to or transported by center teachers or staff while on the premises of Lakeland Community College. In cases of separation or divorce, legal evidence of the party holding custody must be on file at the center.

Child Staff Ratio and Group Size

The center follows state required ratios:

1:6 or 2:12	Infants 16 months
1:7	Toddlers 18 months – 30 months
1:8	2 ½ - 3 year olds
1:12	3 year olds
1:14	4-5 year olds
1:18	Kindergarten – 11 year olds

The maximum group sizes are as follows:

12	Infants 16 months
14	Toddlers 18 months – 30 months
16	2 ½ - 3 year olds
24	3 year olds
28	4 – 5 year olds
36	Kindergarten – 8 years old

The center is licensed to accommodate 14 toddlers, 72 pre-school and 23 school-aged children. The program maintains a quality ratio of 1:6 in the toddler room and 1:10 in the preschool room. Ratios for toddlers and preschoolers may be doubled for 1-½ hours at naptime as long as all children are resting quietly on their cots and enough staff is in the building to meet the regular required/child ratio if there is an emergency.

Supervision of Children

No child shall ever be left alone or unsupervised either in the classroom or in the outdoor play area at any time for any reason. Center staff are responsible for the health and safety of the children while they are in attendance. Staff trained in pediatric first aid, recognition of communicable disease, child abuse prevention, and CPR will be on the premises during all hours of operation. College students will assist in the classroom only under the direct supervision of the center staff.

No child will be allowed out of the center without adult supervision. Children shall be signed in and out on the center's daily log upon arrival and departure at the center and a staff member is made aware of the child's presence or departure.

All college safety policies of Lakeland Community College and ODJFS are observed by the center. The center's medical, dental, and general emergency plan are observed and posted by the entrance in each classroom.

Guidance and Management Policy

The environment of the program is designed to promote positive and enjoyable learning experiences for the child and positive interactions between adults and children.

Guidance in the program involves establishing rules for safety, general health, and social interactions in an environment offering a comfortable atmosphere and a consistent daily schedule. No adult will ever use corporal punishment or other frightening or humiliating disciplinary techniques.

Specific strategies for guidance and discipline in the program shall include:

1. Using redirection and diversion rather than negative reinforcement.
2. Changing the learning environment when it interferes with positive behavior.
3. Setting clear, consistent, and reasonable limits and then following through on enforcing the limits.
4. Stating the causes and effects of behavior, rewarding appropriate behavior that complies with the center's rules and standards, and emphasizing positive behavior.
5. When a child's negative behavior involves frequent hitting, pushing, biting, or harm to himself or other children, or equipment, the child shall be removed from the situation for problem solving, re-direction, and/or quiet time alone. This time shall be used judiciously before using time out. One rule of thumb is "one minute for each year of the child's age."
6. Parents will be informed of inappropriate behavior (as described in #5) and discipline measures used at the time. We do not recommend additional discipline by parents at home for infraction of Center rules. School behavior is mediated at school but the staff may ask you to discuss a problem with your child.
7. The specifications of rule 5105.2-12-22 under Guidance and Management of the Administrative Code shall apply to all employees at the Center.

The policy of the program is one of ongoing discussions so that parents and teachers can work out solutions together. If a solution is not able to be reached the center reserves the right to make judgments concerning the removal from enrollment of any child from the center.



Biting Policy

Many toddlers, in the course of normal development, go through a biting phase. This is natural behavior for very young children, but cannot be allowed for the safety and well-being of the other children.

Staff will be alerted to a biting situation and take preventative measures to discourage the biter and protect the other children.

Typically, the following steps will be taken:

- 1) Separation of the biter and the bitten child.
- 2) The teachers will calmly and firmly communicate “Biting hurts. It is not okay to bite. It **hurts** when you bite!”
- 3) The biting child will be asked to help hold ice over the affected area.
- 4) If biting occurs frequently, the child may be given a teething toy and be encouraged to bite appropriate items such as food.
- 5) An incident report will be given to the parent of the child who was bitten.
- 6) The parents of each child will be notified of the incident that day.

Toddler biting episodes often accompany periods during which the child is experiencing his or her independence. It is important that the teachers and/or caregivers work closely together to provide consistent opportunities for self-esteem and “growing up.” A conference may be set up with parents to discuss the situation and to plan management strategies that can be carried out both at home and at the Center. If the above-mentioned strategies do not reduce and/or eliminate the biting behavior, it may indicate the biting child cannot handle the demands and stimulation of the social group situation at this time and may be withdrawn. Should this occur the decision for the withdrawal is the sole judgment of the Lead Teacher and Coordinator.

Naptime Policy

The amount of naptime children needs varies depending upon their age, family schedule, and growth spurts. As a rule, both the toddler and preschool classrooms have a naptime/quiet time that allows each child to sleep/rest for a minimum of 1-½ hours. Teachers and assistants will position themselves to see and/or hear all resting children and will check on the well-being of sleeping children every 10 minutes. Children may engage in a quiet time cot activity after a reasonable period of rest or sleep. Upon your request, staff will work with families whose child is outgrowing naptime.

Toilet Learning

The program adopts the philosophy of toilet learning, rather than toilet training. Toilet learning is not required for entrance into the TLC Toddler Classroom. Parents of toddlers should discuss their toilet learning plans with the Lead Teacher. Because children vary in their developmental readiness for toilet learning, the family and classroom teachers will work together to make toilet learning a positive, successful transition for each child.

Preschool and school age classrooms are not equipped with diaper changing areas.

Child Assessment Plan Policy/Referral Policy

The assessment process includes a variety of tools used throughout the year to help track each child's learning needs. The assessment includes a developmental screening; anecdotal notes and observations for identifying children's interests and needs; checklists and screenings to identify developmental progress; and resources for arranging diagnostic referrals when needed. Other purposes include utilizing the assessments to adapt curriculum, teaching practices, and the classroom environment for the benefit of each child.

All assessment, whether formal or informal, are to be used by the teacher and families as a means for evaluating the child's needs and development. All assessments are confidential and are to be utilized at the direction of the parent(s) or caregiver.

Within sixty days of enrollment all children will have a developmental screening. Referrals, if needed, will be completed within the following month. There will be additional communication with parents/caregivers whose child's score indicated further assessment. Within this time frame Parent Teacher conferences will be held to discuss the screening results. Communication with the family physician may be recommended. Various school districts, community agencies, and resources will also be made available to the families. Follow up support and planning will be developed together with the center and family.

Communication with the family physician may be recommended. Various school districts, community agencies, and resources will also be made available to the families. Follow up support and planning will be developed together with the center and family.

These assessments will be shared with the parent/caregiver during the parent teacher conference.

Permanent Disenrollment Will Occur:

1. After the director has employed the Inclusion Policy and Procedures and the child's well-being is still a concern as determined by the center.
2. The child cannot be served without a fundamental alteration of the program.
3. The child is a threat to self or others.

However, the policy of the program is one of ongoing discussions so that parents and teachers can work out solutions together.

Insurance Coverage of Children and Staff

Lakeland Community College carries general legal liability insurance for the campus. Children's medical coverage should be carried under the parent's insurance policies.

Transportation Policy

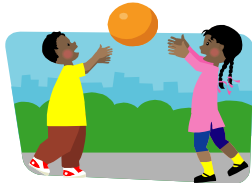
- Children are never transported off site unless it is an emergency. In the event of an emergency your child will be transported by an emergency vehicle.
- All trips are Routine Field Trips. They are walking trips around campus.
- Parent/Guardian must complete a permission slip for routine trips which include the child's name, birthday, and destination, mode of transportation, signature and date. This form is good for one year.

Swimming Policy

TLC & Campus Kids do not participate in swimming activities. However, the children could use sprinklers and hoses during hot weather.

Outdoor Play Policy

All children who are in attendance for 4 hours or more per day will go out daily. Please dress your children accordingly. The weather will be checked daily for any alerts that prevent the children from going outdoors.



Crib Policy

A crib waver permission form must be completed by parent/guardian given the center permission to place a child on a cot during nap time. Cribs are available for children if a cot is not an appropriate napping space.



Pet Policy

Children and pets are a natural fit. Pets provide opportunities for caring, nurturing, and developing a sense of responsibility towards all living creatures.

Depending upon the health conditions of the children enrolled, the classroom may introduce a small pet for the school year. Typically a small animal, such as a gerbil or guinea pig that has been medically approved by a veterinarian, will be the choice.

Some pets, with a history of carrying disease, such as amphibians and reptiles, are not permitted as classroom pets.

Pets visiting the center are welcome if they are with an approved organization, such as: Farm Park, Natural Wild Life Organization, or the Zoo, and have approval by the coordinator.

Pets from home are not allowed due to the unpredictable circumstances a classroom environment presents. Adherence to this policy is appreciated and necessary.

Green Safe Environment - Air Pollution Policy

The center is a green safe environment. During operating hours harsh chemicals and/or aerosols are not allowed on the premises. Mild solutions of bleach and water only are used for cleaning and disinfecting. The center follows an air pollution policy under the guidance of the Facilities Management Department on the campus of Lakeland Community College. Through established protocol and communication procedures, the center is informed and advised of chemical use that may impact the center's environment.

Integrated Pest Management

The center works in conjunction with the Facilities Management Department to ensure that the facilities and surrounding outdoor play areas are insecticide, pesticide, and herbicide free.

Smoke Free Environment

The center is a smoke free work environment and follows the rules and guidelines in the Lakeland Staff Handbook and the Department of Job and Family Services. (5101: 2-12-15.3)



Program Procedures



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- Mini Meals (Snacks)
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Management of Illness

Parents need to check their child for signs of communicable disease before sending him/her to school. The center has persons trained to recognize the common signs of communicable disease or other illnesses and will observe each child daily before he/she enters the group.

A child is not admitted if circumstances outlined in the Health and Communicable Disease Policies are evident. Included will be the recognition of the following signs of illness: A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian or person designated by the parent or guardian.

- Temperature of 100 degrees Fahrenheit taken by an auxiliary digital thermometer method when in combination with any other sign or symptom of illness.
- Skin rash; untreated infected skin patches, unusual spots, rashes.
- Diarrhea three or more abnormally loose stools within a twenty-four hour period.
- Evidence of lice infestation, scabies or other parasitic infestation.
- Severe coughing, causing the child to become red or blue in the face or to make a whooping sound.
- Difficult or rapid breathing.
- Yellowish skin or eyes.
- Redness of eye or eyelid, discharge, matted eyelashes, itching, burning or eye pain.
- Unusually dark urine and/or gray or white stool.
- Stiff neck with an elevated temperature.
- Sore throat or difficulty swallowing.
- Vomiting more than one time or when accompanied by any other sign of illness.

Children who have been absent from school for illness may return when they are no longer contagious and/or have been without a fever, vomiting, or diarrhea for 24 hours. The child may return to school after a full day's absence.

Any child who is suspected of having a communicable disease or showing signs or symptoms of illness will be isolated immediately and provided with a cot and made comfortable. According to Ohio Child Care Licensing Regulations we are not allowed to keep actively sick children in the classroom. Parents are encouraged to develop alternative sick childcare arrangements before they may be needed.

If a child has been excluded from the center for any contagious disease or illness, a written statement from the physician will be requested to verify that the child has been diagnosed and is no longer contagious and can return to the center. A sign is posted to notify parents when their child has been exposed to a communicable disease.

The center has neither the facilities nor staffing to care for mildly ill children. If the child is considered by the parent to be too ill to go outside, the child is too ill to be at the Center. (see outside play policy).

The Ohio Department of Health "Child Communicable Disease Chart is followed by staff and is posted for review by parents and staff. All staff is trained in recognizing signs and symptoms of illness and in hand washing and infection control methods.

Administration of Prescription and Non Prescription Medicines

No prescription medications, vitamins, special diets or fluoride supplements are administered unless instructions to administer such items are written, signed, and dated by a licensed physician and prescribed for a specific child. Appropriate forms are available at the center. Medications that are injected will be administered according to day care licensing guidelines and regulations.

1. No non-prescription topical products or lotions will be applied to a child without instructions from a parent or guardian on the prescribed form provided by the department. When used for skin irritation, the topical product shall be applied for no longer than 14 consecutive days at any one period of use.
2. Written, signed and dated instructions for medication, vitamins, special diets, or fluoride supplements for a particular child can be secured in the following ways:
 - a) Instructions shall be signed and dated by the licensed physician or dentist and secured on forms prescribed by the Department of Human Services (available from the program's staff)
and/or
 - b) A **prescription label** attached to the original container which contains each medication or vitamin, etc., requires the minimum:
 - 1) Child's name
 - 2) Current date (within the last 6 months)
 - 3) An exact dosage to be given
 - 4) Specific number of dosages to be given daily
 - 5) Times the dosages are to be given
 - 6) The route of administration
3. Staff members responsible for administering prescription medication, etc., shall complete written forms each time it is administered. Forms will be kept on file for one year.
4. It is our policy that no non-prescription medication will be administered (for example: Aspirin, Tylenol, cough medicine) without written instructions from a physician.
5. All medications must be given directly to center personnel for immediate safe storage.



Child Abuse Policy

Staff needs to be alerted to the physical and emotional state of each child on a daily basis. Parents are asked to inform their classroom teacher of any minor or major incidents that occurred outside of school. This will enable the teachers to be aware of previous illness/ injuries while caring for the child's health and safety. If child abuse or neglect is suspected, as mandated reporters, under the Ohio Revised Code, all child care staff are required to immediately report suspicions of abuse or neglect to their local public children's services agency. A report to Lake County Jobs and Family Services can be made by phone **440-350-4000**, in person, or in writing.

Incident and Injury Reports

The center will complete a report for the following: accident, injury, or illness which requires first aid treatment; bump or blow to the head; emergency transportation; or unusual or unexpected event which jeopardizes the safety of the children or staff. Parents must be informed of any injury a child has received. Staff is required to fill out an incidence report in triplicate when any injury has occurred while the child is in attendance at the center. These reports provide parents with detailed information regarding accidents. The teacher, center administrator, and parent sign the report. One copy is given to the parent; one copy to be placed in child's file and one copy filed in the center's general files.

Procedures for Emergencies and Accidents

1. Fire emergency, weather, alert plans, and general emergency plans are posted in the classrooms.
2. In the event of an emergency creating a need for medical or dental attention, the following procedures will be followed:
 - a. If immediate emergency treatment is indicated, the Campus Police at Lakeland Community College will be contacted. Campus Police will bring their emergency equipment to the area and call the rescue squad if the need is indicated. The parent will be contacted.
 - b. A child in need of emergency care away from the center shall be transported in an authorized emergency vehicle along with child's records and a staff member. Staff will remain in an authorized vehicle and/or hospital with the child until the child's parents assume responsibility for the child.
 - c. If the parent cannot be reached and a doctor's services are necessary, the campus police and staff will obtain the necessary medical information from the child's medical on the emergency form. Procedures for family contact on the child's emergency form will be followed.
3. All accidents will be reported to the TLC director, logged on an incident form and reported to Campus Police / Health Services. Parents will receive a copy of the incidence / accident form.
4. Fire drills will be conducted at varying times each month unannounced and tornado drills during the appropriate season. The center has posted a diagram showing building evacuation routes and all exits are clearly marked.
5. The program will make every effort to provide a safe and secure environment. Parents are encouraged to identify and discuss with the Coordinator any perceived risks to a child's health or safety. In the event of an emergency evacuation the children will follow the fire emergency plans according to each room's evacuation routed. See diagrams in classroom for further details,

PLEASE NOTE:



THE CENTER STRIVES TO BE A PEANUT FREE ENVIRONMENT.

Please do not bring in snacks or treats that contain peanuts.

Food Supplements and Modified Diets

The Lead Teacher should be informed at the pre-admission conference of any foods which a child may not eat for religious or medical reasons.

Parent/Caregivers requesting special diets for cultural or religious reasons will be asked to provide written, dated, and signed instructions.

Parent/Caregivers of children with special health needs, food allergies, or special nutrition needs will be asked to fill out a Child Medical/Physical Care Plan accompanied with a signed note by the family physician indicating the health need and required plan of action. The center will make every effort to provide alternate foods to meet the daily-recommended dietary requirements and allowances. Parents may be asked to provide alternate foods to meet the dietary needs of that food group.

Milk

As required by law, children older than 12 months and under 24 months shall be provided whole homogenized vitamin D fortified cow's milk. Children over 24 months will be provided 1% vitamin A or vitamin D fortified cow's milk.

When substituting a food group we will require a Child Medical/Physical Care Plan and a note from the family physician.

Ohio Healthy Program

TLC/Campus Kids is a certified Ohio Healthy Program. We will implement the following:

- Make breakfast count
- Make snacks mini meals
- Reduce screen time
- Make each plate a healthy plate
- Growing great tasters
- Build children up with words
- An hour a day to play
- Water first for thirst
- Take time for meals
- Good rest is best
- Cold weather fun
- Healthy Celebration

Breakfast Meals/Breakfast Snacks

The center does not provide breakfast as part of the meal plan. Parent/Caregivers who wish to bring in a breakfast meal must provide, as required by law, one serving of each: fluid milk, a fruit or vegetable, and a bread or grain. Parents who wish to bring in a breakfast snack are asked to provide a snack with nutritional value. Please inform the teacher this is not a “meal.” Please note that all foods that have been opened must be thrown away after the meal or snack. Unopened foods will be saved.

Mini-Meals (Snacks)

A morning and afternoon nutritious snack will be served and contain at least two of the four basic food groups: meat/meat alternate, bread/grains, fruit/vegetables and milk. The children often prepare snacks during class as part of the educational curriculum. Snack menus are posted on the bulletin board by the classrooms.

Meals Provided by the Parent

Children in attendance at the *TLC* shall be served a luncheon meal, which constitutes one-third of the child’s recommended daily dietary allowance from all four (4) groups, and is catered by the College’s Food Service. Routinely, lunch will be served between 11:30 a.m. and 11:45 a.m.

Children attending **Campus Kids** entirely between 11:00 a.m. – 1:30 p.m. must be served a meal provided by the parent. This meal which constitutes one third of the child’s recommended daily allowance; must include all items listed below:

- 1 serving of fluid milk
- 1 serving of meat or meal alternative
- 2 servings of vegetables and/or fruit (one serving of each is recommended)
- 1 serving of bread or grains
- Lunches may be purchased for \$3.00. It must be arranged one week in advanced.

Parent Participation



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- Parent Communications
- Parent Program and Activities

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- Special Snack and Treats from Home
- Special Items from Home
- Birthdays
- Holidays

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- School Closing Policy/Inclement Weather Policy

Parent Participation

Success in an early childhood classroom depends on cooperation between parents and teachers. Parents are asked to keep informed of center activities by reading regularly scheduled newsletters as well as reading announcements posted on the parent bulletin board in the hallway. Parents will have opportunities to participate in individual conferences with the Lead Teacher, but daily communication is also encouraged at arrival and departure time. Parents should plan to take time periodically for discussion of their child's activities at home or at school. Parents may communicate with any program staff member when assistance is needed related to concerns about the program. Annually, parents are given an opportunity to formally evaluate the center.

A parent who needs assistance with problems or who has a concern or complaint with or about some aspect of the program should try to discuss and resolve the difficulty first directly with the Lead Teacher and then the Director. In the event that a difficulty remains unresolved, the parent, Lead Teachers and Director will discuss the issue with the college's dean. From this meeting a recommendation or decision will be made to the center staff regarding the matter. Any employee who needs assistance with problems, concerns, or complaints will follow the same protocol.

The TLC & Campus Kids recognize the importance of the parent/caregivers role in their child's early education and care. The staff welcomes them to be observers and contributors to our program. We encourage both parties to work collaboratively together to establish and maintain a positive and productive relationship that has the goal of helping children reach the optimum level of development. We hope all communications will be open, respectful and reciprocal. The center reserves the right to make judgements concerning the removal from enrollment of any child from the center if at any time the relationship between the parent/caregiver and the center's staff becomes negative and interferes with the purpose of the center.

Parental/Guardian Observation/Visitation and Access to the Facility

Any custodial parent or legal guardian of a child enrolled in the program is permitted unlimited access to the center during its hours of operation for the purposes of observing their child. Upon entering the premises, parents shall notify the Administrator/Coordinator or her designee of their presence.

Parent Communications

Parents need to check each day the child's mailbox that is provided for the family and the child. Messages, newsletters and other pertinent information to the child's enrollment will be placed in your mailbox. Parent information boards outside each classroom and in the lobby area contain notes of interest to parents.

Parent Programs and Activities

Our program encourages engagement in many ways. The Parent Committee is the main way we reach out to families to support the value of the family's role in their child. Parent programs are planned throughout the year for families to get together to discuss issues of interest. We provide social events throughout the year such as: Scholastic Book Fair Family Night, Earth, Day, Week of the Young Child events, Holiday Breakfast, and educational workshops. The Family Resource Center provides educational resources for families; as well as developmentally appropriate activities to engage their children. Besides the literature, we will host monthly visitors/guest speakers that will provide education on child development and offer services to meet their family needs. The ultimate goal is to reach out to families in an effort to demonstrate the value we place on partnering with families. Parents are encouraged to share a special activity, skill, or talent with the class. Parents/guardians are also welcome to join your daily classroom activities. Check with your lead teacher for available times.

Special Snacks and Treats from Home

When sharing special snacks and treats from home, parents are encouraged to offer either whole fruits or commercially prepared packaged foods in factory sealed containers. Foods that have been prepared by a store or restaurant are also acceptable.

Please observe the “low sugar” nutritious snack policy. Please avoid foods with sugar substitutes, artificial colorings, and chemicals.

Special Items From Home

Parents are encouraged to help their child select something occasionally to share with friends. Books, games, music, and nature items are examples of a few ideas that work well. Anything related to education, sports, and the arts will be a success. **Children should not bring valuable or breakable items to the center.**

Toys brought from home can present special problems for the child and staff. Prized possessions are very difficult to share. Parents need to help children understand that toys are better left at home. For safety and programmatic reasons, toy guns, knives, swords, war toys, and/or any toy of a violent nature will not be allowed.

Young children may like to have a security item from home, such as a blanket, a pillow, or soft toy, to help bridge the gap between the home and the center.

Birthdays

Children enjoy celebrating their birthday at the center. A special snack or treat is welcomed by all. **Please do not bring in peanut butter or foods containing peanuts.** Parents are encouraged to discuss their contributions for any celebration with the child’s teacher. Parents may wish to help their child select a book, game, or nature item to give to their class as their birthday gift.

Holidays

Holidays are viewed as special times to celebrate and teach children about different traditions and cultures. The program does not offer religious instruction, but may discuss different holidays to help children understand and appreciate various traditions and cultures. We encourage parents to share their family’s celebrations and traditions with their child’s classroom. Please talk to the Lead Teacher a few days in advance so that she may plan accordingly.

If parents have objections to the child’s participation in certain celebrations, please talk to the Lead Teacher. Arrangements will be made so that the family’s preferences may be honored.

School Closing Policy

The **TLC** and **Campus Kid's** will be open whenever Lakeland Community College is open and according to the center's calendar. In the event of an emergency closing, the primary contact person on Procure will be contacted via cell phone, email, and home phone number.

Information on closings will be available on the Lakeland Emergency Closing Hotline **(440) 525-7242**, at **www.lakelandcc.edu/closings** and on the Lakeland Cable Network. In addition, authorized closing information will be reported to these stations:

Television	Radio	Web
WKYC - TV 3 WEWS - TV 5 WJW - TV 8 WOIO - CBS 19 WVIZ/PBS Ideastream - 25 WUAB - TV 43 Time Warner Digital 522	WAKS 96.5 FM WCLV 104.9 FM WCPN 90.3 FM ideastream WCRF 103.3 FM WFXJ 107.5 FM WGAR 99.5 FM WKDD 98.1 FM WMJI 105.7 FM WMMS 100.7 FM WMVX 106.5 FM WREO 97.1 FM WYBL 98.3 FM WZOO 102.5 FM WFUN 970 AM WHLO 640 AM WTAM 1100 AM Radio Free Ohio 1350 AM	lakelandcc.edu/closings wkyc.com newsnet5.com fox8.com 19actionnews.com my43.net wtam.com wmji.com wmvx.com wgar.com kisscleveland.com wmms.com 640whlo.com wkdd.com 1350radiofreeohio.com

The announcement that the Lakeland main campus and/or off-sites are closed means that all classes and activities are canceled at the site(s) identified. This includes all special events, college offices, and continuing education classes.

If an emergency occurs during the school day necessitating the closing of any college site, an appropriate announcement will be reported to the authorized stations and Emergency Closing Hotline at the earliest possible time.

Any information regarding the Lakeland main campus and/or off-sites broadcast on any other radio or television station is unauthorized and might be inaccurate. The college assumes no responsibility for college closing information on any other station. The college will report closings to the outlets listed above but cannot guarantee that a closed message will be broadcast.