



THE OHIO STATE  
UNIVERSITY  
COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY



# Family Handbook

## A. Sophie Rogers School for Early Learning at the Schoenbaum Family Center

earlychildhood.ehe.osu.edu  
[sfc@osu.edu](mailto:sfc@osu.edu)

175 East 7<sup>th</sup> Avenue  
Columbus, OH 43201  
614-247-7488

Welcome to the A. Sophie Rogers School for Early Learning at the Schoenbaum Family Center. This handbook contains information to acquaint you with the philosophy and practices of the school. We ask that you read the handbook and keep it on hand as a reference for answering many of the questions you might have about school policies and practices.

## A. SOPHIE ROGERS SCHOOL FOR EARLY LEARNING

The A. Sophie Rogers School for Early Learning provides a setting for teaching, research, and quality care and education with a commitment to a play-based, emergent curriculum that develops from the children's interests and emphasizes language and literacy development. The school is a partner with the Crane Center for Early Childhood Research and Policy, also housed in the Schoenbaum Family Center. The school is highly rated by Step Up to Quality, the quality rating system from the state of Ohio for early childhood programs.

The A. Sophie Rogers School for Early Learning had its beginnings on The Ohio State University campus in 1924 as one of the first university laboratory schools in the country. As a model-demonstration school, the goal to this day is to offer an exemplary program for young children and their families through which university students can learn about human development and the educational process. Our staff makes continuous improvements in teaching to foster development of the children, and to that end, assessments and reflections of (1) child learning and development; (2) classroom environment; and (3) child/teacher interactions are conducted regularly.

The school also provides a setting for university student observation and training in strategies to promote intellectual, physical, social and emotional development for young children, and for research in human growth and development. The school provides university students with the opportunity to work directly with children and their families in a high-quality, supervised setting. Individual students may be pursuing graduate or undergraduate degrees, primarily in the College of Education and Human Ecology. The school hosts a variety of students in early childhood education and related fields gaining experience in our classrooms that contributes towards an excellent child-to-teacher ratio in the classrooms.

The school also welcomes research that involves active data collection by individual investigators. Active research projects are initiated, coordinated, and conducted by investigators. Such research may be observational, correlational, or experimental. Such research may also combine investigator-collected data with data available in the Schoenbaum Family Center Longitudinal Archival Database as relevant. Notably, the school limits the number of active research projects taking place at the same time to preserve the integrity of both the research and its educational programming. All research conducted at the school must be proposed and approved by the Schoenbaum Family Center's Research Advisory Board which includes Schoenbaum administration, educators, and researchers.

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## **ENROLLMENT**

Any parent or caregiver who is interested in having their child attend the school may apply. No affiliation with the university is necessary. The school practices a policy of non-discrimination with respect to enrollment and interaction with families and children: “In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

The school offers mixed age classrooms:

- Infant/Toddler classrooms – ages 6 weeks up to 3 years
- Preschool classrooms – ages 3 to 5 years

Enrollment applications are available online at the school’s [website](#) Applications must be completed for the child to be included in the interest list database. Families may place their child's name on the interest list any time during pregnancy or after the child is born. The school uses an interest list rather than a waitlist system in order to match children with needs for balancing ages within mixed-age classrooms and enrollment pathway requirements.

When there is an opening, families are notified and an enrollment meeting is scheduled. Children currently enrolled will remain enrolled until a written withdrawal notice from the family is provided to the Principal or Assistant Principal 30 days prior to disenrolling. To support families, siblings of children currently enrolled will be given priority for enrollment on the interest list. Priority for siblings of children already enrolled at the school is given based on the date the family placed their name on the interest list. Weinland Park residents are also given priority for enrollment.

The initial enrollment meeting will include a program visit and transition schedule with the school and child’s teacher(s). During this enrollment meeting, the staff will explain the Family Handbook, curriculum, licensing requirements and school expectations. Equally important, the staff listens with understanding and empathy to all family concerns and will attempt to answer all questions as fully and thoughtfully as possible. Transition schedules are determined on an individual basis but generally occur over the course of a week to give staff, families, and the classroom community time to adjust.

A child is enrolled in the program after all the required paperwork is received and completed according to ODJFS regulations, along with registration fees (when applicable). This includes basic enrollment and health information as required by the State of Ohio.

## **REQUIRED RECORDS**

To comply with state of Ohio requirements for licensing of early childhood education programs, a file is maintained for each child. We will ask for forms at the time of enrollment and for updates of forms on an annual basis (or when information or forms change). This is for the safety of your child; any changes in medical or family information must be communicated to the office immediately so that current information is always on file. All

Ohio Department of Job and Family Services forms (ODJFS) are available online at <http://www.odjfs.state.oh.us/forms/inter.asp>.

Files are kept for one year after the child has left the program. Signed forms required for enrollment include, but are not limited to: Child Enrollment and Health Information (JFS 01234); Child Medical Statement (JFS 01305); Authorization for Pick-Up; Permission to Participate in Swimming/Wading Pool Activities (JFS 01227); Permission for taking and using photos and digital images and videotaping; Caregiver Survey; Caregiver Consent for Research (inclusion in de-identified Longitudinal Archival Database); ASQ (Ages and Stages Questionnaire) and ASQ-SE (Ages and Stages Questionnaire- Social Emotional); Request for Administration of Medication (JFS Form 01217), if needed; Child Medical Physical Care Plan (JFS 01236), if needed.

## **OPERATION**

### **Schedule: Hours, Days and Dates**

The school operates from 8:30 a.m. to 5:30 p.m., Monday through Friday, fifty-one weeks of the year. The school is closed for ten University holidays and ten additional professional development days spread across the year. Additionally, there will be some early dismissal days. A calendar is announced each year (see school [website](#)).

Regular attendance is very important for a child's success in the school environment. Attendance between the hours of 9:00am and 3:00pm is important for your child to gain the greatest benefit from the school day.

Please let your child's teachers know of planned absences in advance. If your child unexpectedly cannot attend school, contact either the front desk at 614-247-7488 or your child's classroom to report the nature of the absence. Repeated periods of irregular attendance or tardiness may result in a child being withdrawn from the program.

### **Parking**

Parking spaces are designated in front of the building for drop-off/pick-up of children. If no space is available, parking is permitted on Summit Street next to our building (watch signs for restrictions on street sweeping days April through November).

### **Tuition**

Tuition is set annually; notification of changes will be made with ample notice. Please see the school [website](#) for most current rates. Tuition is paid on a monthly basis and is due on the first of each month. There is a variety of partnering agencies through which your child may be enrolled. Some sponsored enrollment pathways have attendance and absent day requirements set by the state; ASR school works with families to ensure that these requirements are fulfilled.

There is no reduction in fees for holiday or professional day closures. These days are taken into consideration when the fees are calculated. Additionally, we are not able to offer fee reductions to accommodate family vacations or closures for inclement weather or unplanned emergency closures.

### **Class Size and Teacher/Child Ratios**

The school will not exceed the following state required teacher/child ratios:

1:5 or 2:12	Infants 0-18 months
1:7	Toddlers 18-30 months
1:8	2 1/2-3-year olds
1:12	3-year olds
1:14	4-5-year olds
1:18	School age children

The program will also not exceed the following state required maximum group sizes:

12	Infants 0-18 months
14	Toddlers 18-30 months
16	2 1/2-3-year olds
24	3-year olds
28	4-5-year olds
36	School-age children

Maximum group size is defined by the number of children in one group that may be cared for at any time. Limitations do not include naptime, lunch time, outdoor play, or special activities.

## DAILY ROUTINES

### Arrival and Departure

**Arrival:** *The earliest drop-off time at the school is 8:30 a.m.*

1. Safety in the parking lot is a priority. Please keep your child(ren) near you and be aware of cars entering and leaving the lot.
2. Children should dispose of food, drinks and gum before arrival; no outside food is permitted past the front lobby doors.
3. Sign your child in to school by entering child's passcode at the front desk computer
4. An adult (at least 16 years old) must accompany children to the classroom or dining room and remain responsible for them until a teacher greets you and assumes responsibility for your child; children should not be permitted to walk to their classrooms, dining room or around the school unaccompanied.
5. Please communicate any daily information or concerns to the teachers.
6. Children should wear clothes appropriate for messy indoor and outdoor activities. Please keep a complete change of clothing suitable to the season in your child's cubby.

Bringing your child into the school helps to provide a sense of security for the child, allows us to recognize they are here, and helps you to know that they have been safely received into our care. For many children it is very important to say good-bye to their families and to know when and who will be back to pick them up. Also, this is an excellent opportunity for families and teachers to exchange information. Drop off and pick up are times for brief and informative communication times between parents and teachers. If you have an item you would like to discuss at length, please let your teacher know you would like to make an appointment.

**Departure:** *The latest pick-up time is 5:30 p.m.*

Teachers will prepare children for going home at the end of day and will often be in the outdoor play spaces, gross motor rooms or library to help children make the transition from school to home. Classrooms may "collapse" at the end of the day in common spaces (one teacher may be responsible for children from other classrooms).

1. Come into the center to pick up your child(ren). Upon arrival, the family adult (at least 16 years old) assumes responsibility for his/her child.
2. Check your child out of the center by entering child's passcode into the front desk computer.
3. Review the dry erase board located on the wall next to the front desk for easy clarification of where your child's classroom is at the end of the day
4. Check your child(ren)'s cubby and mailboxes for letters and information and the classroom message board for information on daily activities.
5. Pick-up is a good time for a quick check in on the day for your child but not a good time for discussion of topics that require more in-depth conversation as teachers are still supervising children. We are happy to email or set up a conference with families throughout the year.
6. Staff will not release children to anyone, including family adults, who appear to be under the influence of drugs or alcohol. Emergency contacts will be called to transport the child home, and if necessary, the police will be notified.
7. To accommodate families at the end of the day, those children still remaining at school by 5:30 p.m. will be taken to the front lobby along with their belongings, where a teacher will wait with them.

When you would like more time to socialize with other families or to participate in activities with your children, please arrive in the classroom a few minutes early to allow for this. Please use the Town Square, courtyard, or lobby for extended conversations with other families. The building closes at 6:00 pm.

### **Release of a Child**

Upon enrollment, families will fill out an Authorization for Pick Up form indicating who may and may not pick up their child from school. If someone other than a custodial parent or guardian not listed on the Pick-Up Authorization form will be picking up a child, the custodial parent/guardian must notify the school in writing before the child will be permitted to leave the center. Anyone picking up a child should be prepared to present photo identification so that the front desk staff can check their ID before releasing the child. This is for the safety of the children and families. The school will release children to adults at least 16 years old listed on the Authorization for Pick Up form. If necessary, changes to the Authorization for Pick Up forms can be made at the front desk. It is a parent/guardian's responsibility to keep phone numbers updated. Please remember that even if an individual has picked a child up from the school in the past, if the staff member at the front desk does not know or recognize the individual, they will ask for photo identification. Anyone may drop a child off in the morning but only those listed on the authorization for pick up document will be permitted to take the child home.

If a parent/guardian removes an individual from the authorized pick up list, the individual may not be added again at a later date. This is to ensure that there is no confusion as to who may or may not pick up a child. If there are custody agreements involved with your child(ren), you must provide the school with official legal documentation indicating who has permission to pick up the child. Documentation is required to deny a parent/guardian access to their child.

### **Children Arriving to the School from Another Program**

Some children are transported to Schoenbaum Family Center from another program. If a child is scheduled to arrive at the Schoenbaum Center and does not, we are required to follow up with parent/guardian and the other program. We will first contact the

parent/guardian to confirm that the child attended the other program that day and then contact the other program. If necessary, we will then consult with the parent/guardian to determine further action. *For this reason, it is very important that parents/guardians contact the school when their child is not going to be attending.*

### **Sample Classroom Schedules**

Our staff uses an emergent, child-centered approach to curriculum with intentionally planned experiences and an emphasis on play and interaction. Much of the morning and afternoon are free choice activities for the children including literacy, creative, science/math and sensory options. Daily routines also include circle time, building or outdoor walks, and gross motor play. Each day's schedule is relaxed, allowing staff to spend time engaged with the children in activities as well as providing them with an opportunity to "breathe" and take as much time as they want with specific activities.

#### **Approximate Daily Schedule for a Preschool Classroom**

8:30-9:00	Arrival and transition Breakfast and classroom activities
9:00-10:00	Classroom activities and exploration
10:00-10:30	Group time
10:30-11:30	Project work/ specific planned experiences/ table choices
11:30-12:15	Outdoor and/or gross motor room time
12:15-12:45	Family style lunch in the dining room <i>The preschool classroom stagger lunch times between 11:45am and 12:30 pm. Please check with your child's teacher for your classroom's specific lunch time.</i>
1:00-1:30	Transition to rest time/storytime
1:30-3:00	Rest time <i>Cots and blankets are provided for each child. Families may provide pillows. During rest time, children may choose to lie quietly or may sleep. In order to facilitate the children's rest, quiet music will be played and teachers will be available to sit with and talk quietly to the children. After approximately 30 minutes of resting, children who are still awake may be provided quiet activities on their cots such as puzzles, books, or journals. Children who did not sleep may move with a teacher to the Town Square or library to read and play or quietly help set up snack or other activities for the afternoon.</i>
3:00-4:30	Classroom activities
3:00-4:15	Family style afternoon snack is available
4:15-4:30	Group time
4:30-4:45	Clean up time
4:45-5:15	Outdoor/ gross motor time
5:15-5:30	Departure routines/ children move to library and lobby area

#### **Approximate Daily Schedule for an Infant-Toddler Classroom**

8:30-10:45 Children are free to choose from a variety of activities including: experiences with symbolic languages (art, music, blocks), literacy, sensory, motor and dramatic play. Children move between experiences at their own rates with adults participating and facilitating rather than directing.



8:30-9:00	Family style breakfast is available. Breakfast is available for children to eat as they are hungry. Infants eat on their own schedule.
10:45-11:00	Clean up time and transition to group time
11:00-11:45	Outdoor and/or gross motor room time
12:00-12:30	Family style lunch served in the classrooms
12:30-2:45	Rest time. <i>Infants sleep on their own schedule throughout the day. Cribs are available for all infants; children transition to small cots at 18 months of age. Blankets will be provided for each child; families may provide pillows for children on cots. In order to facilitate the children's rest, quiet music will be played and teachers will be available to sit with and talk quietly to the children. Quiet play will be available for children who do not sleep or who wake up early, or they may go on a walk through the building to the library or gross motor room.</i>
2:45-4:30	Free choice activities: similar to the morning time. Choices and experiences available are based on the children's interests and ideas from the morning/previous work.
2:45-4:00	Family style afternoon snack is available
4:15-4:30	Group time
4:30-4:45	Clean up and transition time
4:45-5:15	Outdoor and/or gross motor room time
5:15-5:30	Departure routines/ children move to library and lobby area

### **Outdoor Play**

Classrooms go outside once or twice daily, weather permitting. Staff will use careful consideration when determining safety conditions for outdoor play but will not take children out if the temperature drops below 20 degrees or rises above 92 degrees (taking into account wind chill and heat index). We adjust or limit outdoor time due to rain, lightening, ice, air quality warnings, etc. During inclement weather, classes go on building walks as well as to the indoor motor spaces and Town Square. Indoor motor play includes tumbling on mats, riding bikes, playing ball, and climbing.

Children should be dressed appropriately for outdoor play, including the winter months. Outdoor wear including hat and mittens, winter jacket, snow pants, and boots help the children feel warm and dry enough to really explore their winter environment. Please be sure an extra set of clothing which is seasonally appropriate is left in your child's cubby for your child.

During the spring and summer months, child-formulated sunscreen will be provided by the school. Parents/guardians must sign a Request for the Administration of Medication Form if you would like teachers to apply sunscreen to your child before going outdoors on sunny days.

### **Swimming and Water Activities**

Children will be periodically provided with water play opportunities at the school. These may include sprinklers and small wading pools (less than 18 inches deep). Ratios will be maintained at all times and infants will receive particularly careful supervision during wading pool activities; teachers are positioned so that they can see the bottom of each wading pool at all times. Parents/guardians will be asked to sign written permission slips prior to children engaging in water play with standing water.

### **Fieldtrips/Transportation of Children/Routine Walking Trips**

The preschool classrooms may take periodic field trips by walking. Classroom teachers will accompany the children and have specific children that they are responsible for supervising. Before departing the center, a count will be taken of all the children, and they will be marked on a separate attendance sheet, specifically created for the trip. Upon arrival at the destination, another count will be taken to assure that all the children have arrived safely. This process will be repeated upon leaving the destination and returning to the school. Before a child participates in a field trip, the school will obtain written permission from the parent/guardian.

Routine walking trips are trips off school property that may occur with more regularity. The preschool classrooms may take periodic routine walking trips, including visiting the adjacent elementary school for special programming. Before a child participates in a routine walking trip, the school will obtain written permission from the parent/guardian and all other field trip procedures will be followed.

### **Transitioning from Infant/Toddler to the Preschool Classroom**

Transitioning from the infant/toddler room to the preschool room is a natural process for children and families in our program. As toddlers near the age of 3 and as spaces become available in the preschool, the infant/toddler teachers will initiate conversations with the family about the transition process. Families may make an appointment with the Assistant Principal to observe the preschool classroom to familiarize themselves with the classroom routines and activities. Families and teachers from both the child's infant/toddler and preschool classrooms will schedule a transition meeting to complete a written transition plan that provides them with an opportunity to ask questions about the process and to set up a general schedule by which the transition will take place. During this meeting, parents/guardians and teachers discuss specific aspects of the child's growth, development, and care giving routines.

### **Food Service/Nutrition**

Breakfast, lunch and afternoon snack are offered daily. The school provides all food served and participates in the USDA Child and Adult Care Food Program (CACFP). Besides providing nutrition, eating time affords a small group atmosphere for conversation and development of autonomy and language. As soon as they are able, children serve themselves with teacher support, and can pick and choose from the food the school makes available. Mealtime is planned to be relaxed, informal and comfortable. Time is allotted for a leisurely social time together—at least 30 minutes for lunch. The school requires children to wash hands before eating and after toileting.

Food service differs according to age:

Infants are fed as directed by families in their classrooms. All baby food and formula will be provided by the school. Breastfeeding mothers are welcome to breastfeed at the school and/or supply pumped breast milk for their infants. Breastfeeding mothers are welcome to nurse their child in the classroom ; in addition, the school has a dedicated space, room 106 in the front administration area, to nurse babies or express milk. These areas have electrical outlets, a comfortable chair, and nearby access to running water.

- Toddlers eat meals and snacks family-style in their classrooms.
- Preschoolers eat family-style lunch in the dining room; breakfast and afternoon snack is served family-style in classrooms.

## Requirements for quantities and patterns of provided food

Ages	Meal Pattern Requirements										
	Breakfast			Lunch				Snack (Choose 2)			
	Milk/ Fluid	Fruit &/or Vegeta ble or Juice	Cereal/ Bread/ Alterna te	Milk / Flui d	Meat/ Alterna te	Bread/ Alterna te	Fruit/ Vegetabl e 2 servings	Milk / Flui d	Fruit/ Vegeta ble	Bread/ Alterna te	Meat/ Altern ate
1 to 2	½ c	¼ c	1/3 oz ½ sl	½ c	1 oz	½ sl	¼ c	½ c	½ c	½ sl	½ oz
3 to 5	¾ c	½ c	½ oz ½ sl	¾ c	1 ½ oz	½ sl	½ c	½ c	½ c	½ sl	½ oz

All food served conforms to Head Start/USDA standards and CACFP guidelines.

The school does not permit families and staff to bring food for children's consumption. When children are in our care, we are responsible for food safety and are liable for any food item(s) not provided and prepared within the center and supplied in accordance with local, state and federal food preparation and service guidelines. If your child requires a food supplement or a modified diet, you must secure written documentation of the medical requirement from your physician.

If you would like to arrange a special treat for your child's classroom – for a celebration or to share your family's cultural heritage – teachers will work with you arrange a time where the kitchen and food supplies can be used.

### **FAMILY INVOLVEMENT/COMMUNICATION**

An important goal of our school is to promote family involvement and to be sensitive to family needs. We strive to be flexible in responding to your child in a manner that demonstrates understanding of his/her individual family heritage and we value families' participation and incorporate special parental talents into the program.

Families may observe the school at any time, from the observation spaces, and classroom visits are welcomed during the school day. You might like to come for lunch, to read the group a story, to accompany us on a field trip or to just spend some time with your child. We especially encourage sharing of your special talents, interests and cultural traditions in the classroom. Families are invited to use the school library as a resource to check out children's literature and other books and resources of interest.

If siblings visit the classroom (for example, at pick up time, for special events), please remember that families are responsible for their supervision while in the school. They cannot be left in the care of a teacher or alone in common areas.

### **Support for Families of Children in the School**

We offer support to families of children in our school in a variety of ways:

## **A. Messages to Families**

The school regularly sends information to families concerning topics such as curriculum, upcoming events, changes in schedule, or reminders for submitting forms. These include:

- School [website](#) with calendar updates and important announcements
- Mailboxes in lobby for each family
- Family communication boards in each classroom
- Documentation bulletin boards in the hallways
- Individual daily chart for infants and toddlers
- Weekly curriculum sent home by hard copy and/or e-mail
- Daily curriculum and activities posted in classroom
- Twice yearly family-teacher conferences; additional conferences may be scheduled at any time upon request by families and teachers

A classroom roster with parent/guardian names, telephone numbers and/or email address is available to each family upon request; inclusion on the list is voluntary.

Messages in the form of an incident report are given to families when an accident, illness or injury requires first aid treatment or involves a bump or blow to the head. Families will also be notified of any events which jeopardize the safety of the children or staff.

## **B. Family Events**

The school collaborates with families to plan and sponsor a variety of family events, such as discussions and gatherings to get acquainted and enjoy opportunities for informal learning. The school may offer occasional Parent Discussion Series on topics such as child nutrition, guidance and discipline, and kindergarten transition. In addition, fun family events such as author visits or other special events are offered about once per month. Family members are welcome to volunteer in the library or school at any time; please discuss volunteer opportunities with the school's Assistant Principal.

## **C. Resources**

The library contains materials, resources, and books for families that can be checked out with a school library account. The library staff may also provide book collections and recommendations for families. Additionally, the library staff provides additional programming for families and children throughout the day (such as storytimes and book collections).

## **D. Messages from Families to the school**

If you have a suggestion or question or you have encountered a challenge, we request that you use the following communication guide:

Make arrangements with your child's teacher to discuss:

- child's activities, routines and relationships in the classroom
- curriculum content
- developmental concerns

Make arrangements with the Assistant Principal to discuss:

- enrollment or withdrawal
- school policies and procedures
- student teachers and interns

Make arrangements with the Fiscal Officer to discuss:

- tuition and any other payment

Teachers are happy to have brief conversations with you at the beginning and end of the day about your child's daily activities. However, any time a teacher is in the classroom, they are responsible for supervision of children present. To ensure that you have a teacher's full attention and are not discussing issues in front of your child or others, we ask that you make an appointment with a teacher if you have a question or concern that would require more discussion.

Appointments may be made by email, telephone, or in-person. All contact phone numbers are provided at the end of the handbook.

#### **E. Family/Teacher Conferences**

Family/teacher conferences are scheduled twice a year in the fall and spring. If you have items that need to be discussed at length, a conference may be scheduled at any time throughout the year at the convenience of the family & the teacher. Scheduling a conference for an extensive conversation is preferable to trying to talk at drop off or pick up time when teachers may not be able to give you their full attention. Teachers are also happy to have a virtual or phone conference if that is more convenient.

## **SCHOOL POLICIES**

### **Cancellation of School**

The Schoenbaum Family Center is a university building and typically follows The Ohio State University's closure policies in the case of inclement weather. When checking for school closings or delays on local media, families should look to see if The Ohio State University (main campus) is closed or delayed. Schoenbaum Family Center may additionally delay start time, close early or remain closed in extenuating circumstances such inclement weather or building failure.

In the case of closure, families will receive an email and/or text from our automated system. It is the family's responsibility to ensure that the phone number(s) provided to the school for the automated system is active and current. Any changes may be given at the front desk.

## **Care of Children**

### Supervision of Children

All children remain under the care and supervision of our trained and authorized staff at all times. No child will be left alone or out of sight of those adults who are responsible for their care and well-being. Before and after signing a child in or out, families retain responsibility for their child and may not leave him/her unsupervised in classrooms, hallways or other areas of the school.

### Reporting of Suspected Child Abuse and Neglect

As required by law, all child care center employees and administrators are mandated reporters and must immediately report any suspicion of abuse or neglect of a child to Franklin County Children's Services and local police.

## **Visitors and Observers**

We welcome and encourage students, instructors, families, community professionals, and the general public to observe our school from the second floor Observation Deck during school activity hours. Guests are asked to not use cell phones and to limit conversation while observing. No prior registration is necessary for an individual to observe the school. However, instructors/leaders of classes/groups over ten persons must contact the Front Desk to arrange group observations.

## **Fee Charges**

### Withdrawals

A 30-day notice is required for families wishing to withdraw their children from the school. Those giving less than 30-day notice will be required to pay the full amount for 30 days from the time the written notice is received. With a 30-day notice, tuition may be pro-rated for a shorter final month of attendance.

### Disenrollment

Although this is a rare occurrence, school administration reserves the right to disenroll a child if individual program expectations are not met. This includes excessive absences or tardiness, failure to pay tuition or late pick-up fees or inability to reach agreement or partner on curricular or behavior guidance topics. Staff will work with families to avoid the necessity of disenrollment, but administrators will make a case-by-case decision for suspension, expulsion, or disenrollment, if necessary.

### Late Pick-Up

Our school closes at 5:30 p.m. daily, and all children should be picked up and out of the building by this time. If emergency circumstances beyond your control prevent picking up your children on time, families should make arrangements to have their child picked up by someone listed on the Authorization to Pick Up form prior to 5:30 pm. Late fees are incurred beginning at 5:31 pm, going by the clock at the front desk. Fees are charged per child and will increase with each instance of late pick up, regardless of the circumstances. Staff cannot discriminate between lateness due to car trouble, traffic or inclement weather. If a child remains at the school for one hour past closing time, Franklin County Children's Services will be called.

### Fee Charges for Late Pick Up

Charges are assessed individually for each child in a family on the schedule below

5:31 - 5:35 pm	\$10.00
5:36 - 5:40 pm	\$15.00
5:41 - 6:45 pm	\$20.00
5:46 - 5:50 pm	\$25.00
5:51 - 5:55 pm	\$30.00
5:56 - 6:00 pm	\$35.00
6:01 - 6:05 pm	\$40.00
6:06 - 6:10 pm	\$45.00
6:11 - 6:15 pm	\$50.00
6:16 - 6:20 pm	\$55.00
6:21 - 6:25 pm	\$60.00
6:26 - 6:30 pm	\$65.00
6:31 pm	Franklin County Children's Services will be called

### Delinquent Accounts/Returned Checks

Failure to pay your tuition and/or late fees can result in a discontinuation of service and the loss of your child's space in the school fees may be incurred for payments received after the due date. If the late fee is not paid or arrangements made with the Fiscal Specialist, the child will be withdrawn from the school and lose their space. Additionally, a fee of \$30 will be charged for any returned check from The Ohio State University Bursar's Office.

### GUIDANCE AND DISCIPLINE

Guidance and discipline are considered to be an integral part of the curriculum and children's early school experiences. Guidance and discipline refers to all the activities and interactions that serve to enhance each child's development of self-control and positive social interactions. Guidance and discipline support children working with others, negotiating materials and resolving conflicts, which are critical skills for later school success. Conflict situations are embraced by teachers as learning situations, and active learning allows children to have an important role in solving these problems. Problem solving and limit-setting encourage children to develop an internal sense of control, promotes autonomy and self-discipline and gives children more responsibility over age-appropriate actions.

### General Guidelines

1. **Modeling.** We expect that children will grow in self-control and respect for others by watching adults behave in positive, supportive cooperation and meaningful interactions. Children will imitate the social behavior of adults they admire.
2. **Identification.** We know that children want to become like people who express warmth and support. Children also want to become like people who are important to them. Through identification, children take on the values and attitudes of those whom they admire. In the school, guidance occurs partly through each child's identification with the ideals and actions of the teachers.
3. **Explanation.** Children may not always understand the effect of their behaviors on others. They may not anticipate that something which makes them happy may make another child sad, or that an action that makes them feel strong causes pain to another

child. Adults contribute to guidance by explaining the consequences of a child's behavior and by pointing out the impact of that behavior on others.

4. **Problem Solving.** We know that children want to be independent and have their decisions respected. We encourage children to test their ideas and provide a setting where their creativity can be used to help fit the needs of each other and the group.
5. **Redirection.** When children are engaged in behaviors that are harmful to themselves, to others in the classroom, or the environment, these behaviors must be limited. However, the feelings or motives behind the behaviors are real. They are immediate to the child and a part of the child's ability to achieve self-understanding. Our approach is to try to understand the feelings and to find some way to talk about or express the feelings that would not be harmful. Expression may take place through talking, physical activity, or by having a quiet time for thinking things through.
8. **Natural or logical consequences.** We know that young children need to anticipate what will happen next and understand how their actions affect other people in concrete ways. We explain the logical consequences that will occur and (factors which are likely to occur under natural circumstances) describe predictable limits, offering the child acceptable choices of actions.
9. **Planned Ignoring.** Most children younger than five will experience a tantrum at some point in their childhood. Tantrums are very common in early childhood classrooms and teachers have experience with them in a variety of situations. Tantrums may include screaming, crying, throwing him/herself on the floor, etc. It is important that adults remain calm and not provide attention to a tantruming child and reinforce that tantrums are not an effective way to communicate with others. Teachers will use planned ignoring if a child is having a tantrum: the child is kept within teachers' eyesight and in a safe space, but the classroom activities continue and the child may rejoin activities when they have calmed down.
10. **Blocking.** Some children may become so caught up in a tantrum that they begin to harm themselves, others and/or the school environment. If a child is harming a person or the environment (ie: throwing objects, kicking over furniture) a teacher may employ the technique of blocking: preventing or "blocking" the child from engaging in the challenging behavior. At the same time, teachers will try to provide the child with as little attention as possible while blocking the inappropriate behavior. We only want to provide attention when the child is doing something positive! As soon as the child stops the negative behavior, the teacher will redirect the child to a positive activity and provide positive attention.

### **Guidance Strategies in the Classroom**

1. We establish the basic rules for safety with the children, giving clear explanations. During the year, we use problem solving with the group to construct other classroom rules as needed.
2. When small conflicts arise between children, we facilitate problem solving and exchange of viewpoints between them, e.g., "We need to find a way for you to play together in the block area and both use the cars. What are you going to do?"



3. When small problems arise concerning use of the setting, we try redirection and induction first. For example, we might say, "I'm worried that you might get hurt if you sit on the table. Can you find another way to get closer to the picture you're working on?" Notice the solution was not provided by the teacher in this redirection example. The teacher would stay with the child until a solution was "found".
4. If a child needs to regain control, we use redirection. On occasion we ask children to move away from an activity until they feel that they can better control their own words and actions allowing for full participation in the activity.
5. If redirection, explanation, and problem solving fail to achieve compliance or harmony, we present natural/logical consequences to the child. We might say, "I need you to find a way to play without splashing the water. No one wants to get their clothes wet. If you can't find a way to do this, you will need to play somewhere else."
6. Families and teachers of children who exhibit consistent behavioral challenges may decide together that a child would benefit from additional referrals through their local school district, county agency or private therapist.
7. All requirements specified in Rule "Child Guidance and Management for Licensed Child Care Centers" apply to all persons at the school.

## **CHILD SAFETY AND EMERGENCY PROCEDURES**

### Accident Involving a Child or Teacher

- Permanent teaching staff have first aid training and will administer basic first aid treatment, if appropriate.
- Permanent teaching staff are permitted to only wash and cover abrasions but are not permitted to keep and apply antibacterial ointments or creams.
- An incident/injury report will be completed if any of the following occur:
  - the child has an illness, accident or injury which requires first aid
  - the child receives a bump or blow to the head
  - the child has to be transported by emergency squad
  - an unusual or unexpected event occurs which jeopardizes the safety of the child
- The report is given to the person picking up the child on the day of the incident/injury. The school shall also contact licensing personnel from the appropriate Ohio Department of Job and Family Services office within 24 hours when there is a "general emergency" or "serious incident, injury or illness". The report will be provided to ODJFS via their online system.
- If the injury is a medical emergency, first aid would be administered and the emergency squad will be called. Parents/guardians would be contacted immediately. The emergency transportation service determines if the child needs to be transported and to which medical facility. A teacher and/or other school personnel will accompany the child to the hospital and will bring the child's medical record and emergency forms.

- The school is unable to provide child care to children whose families do not grant consent for transportation to the source of emergency treatment.

#### **Fire Safety Procedures**

- At the sound of the alarm, the children and teachers will immediately leave through the classroom or nearest exit.
- An emergency fire procedure is posted in each classroom and log of monthly drills is maintained the school. The center will conduct a monthly fire drill.
- Fire alarms and extinguishers are checked monthly to ensure operability.

#### **Response to Tornado Alerts:**

- When tornado alert sirens sound, the children and teachers will move to the basement hall and remain there until the alarm stops indicating the danger is over.
- The tornado safety procedure is posted in each classroom of the center; the school conducts monthly tornado drills during the months of March to September, as required by state regulation.

#### **Response to Threats of Violence:**

- Classrooms will be notified by classroom phone and/or intercom
- Classrooms will follow the procedures outlined by the University Building Emergency Action Plan.
- Emergency drills are conducted quarterly as required by state regulations.

#### **Evacuation of Building Due to Fire; Weather Conditions; Loss of Power, Heat or Water**

- Our emergency evacuation location:
- Weinland Park Elementary School, 211 East 7<sup>th</sup> Avenue
  - If the elementary school is unavailable, our secondary site is Columbus Fire Station 7; 1425 Indianola Ave, Columbus OH 43201
- In the event of an emergency requiring building evacuation, children and teachers will walk to one of the designated locations.
- Families will be contacted as soon as possible using the automated call and/or text system. Arrangements then can be made to come to pick up your child. If a parent cannot be reached, the emergency contacts listed on your child's emergency form will be called.
- A sign will be posted on the front door of the Schoenbaum Family Center indicating that we have been evacuated and where we are located.

### **MANAGEMENT OF ILLNESSES/MEDICATION**

Keeping children at home when they are sick is the best means of preventing the spread of communicable illnesses. In our efforts to create a happy and healthy environment for your children and to follow the licensing requirements of Ohio Department of Job and Family Services, the school follows these guidelines:

- Children who are ill will be more comfortable at home.
- If a child exhibits one or more of the following signs of illness, he/she must be kept out of school (symptoms of common childhood illnesses can be found on the Communicable Disease Chart located in both the east and west hallways near the classrooms):

- Temperature is above 100 degrees Fahrenheit
- Unusual spots or skin rashes other than a localized diaper rash
- Diarrhea and/or vomiting more than one time in a 24 hour period
- Evidence of lice, scabies or other parasitic infestation
- Severe coughing, causing child to become red or blue in face or to make a whooping sound
- Difficult or rapid breathing
- Yellowish skin or eyes
- Redness of eye, obvious discharge, matted eyelashes, burning, itching
- Unusually dark urine and/or gray or white stool
- Stiff neck
- Sore throat or difficulty in swallowing
- Untreated, unidentified or infected skin rashes
- A child who comes to school with any of the above symptoms will not be admitted for that day.
- Children who become ill at school will be sent home with a written notice informing families of symptoms and will be cared for by one of our staff in a quiet place and offered a cot to rest on until the family arrives as soon as possible.
- Families of ill children will be contacted by phone and/or by email. Please keep your child's emergency information updated to help us reach you quickly.
- Families will be informed when their child has been exposed to a communicable disease through the posting of a sign and information sheet on the classroom communication board. The school will notify the local health department as necessary.
- Families of children who have not been immunized will be contacted should an outbreak of a serious communicable disease occur which may put the child at risk. Exposed children who have not been immunized, or who are not fully immunized may be excluded until they become immunized or until the health department documents they may return to school.
- If your child remains home due to illness, it is important for us to know. Please inform the teachers so that needed information on a communicable illness can be shared with other families in our program by posting a sign.
- One helpful hint: If your child is too ill to play outside or participate in typical school daily activities, they are probably in a weakened condition and susceptible to other childhood illnesses which may be shared in the classroom. By keeping your child home an extra day, you can help to promote a stronger, healthier environment for everyone. School staffing does not allow one child to remain inside with a teacher while the rest of the class goes outside.
- Children who have been symptom free for 24 hours without aid of over-the-counter medication will be readmitted to school. When your child is feeling better and symptom-free, we are be happy to welcome them back!

### **Administration of Medication and Modified Diets**

Administration of medication is highly regulated by the Ohio Department of Jobs and Family Services and is best administered by parents and families. The school will administer topical diaper cream, school provided sunscreen, and emergency medications only. All other medications, lotions, etc. should be administered by the family. Parents are always welcome to come to the school and administer medications as their schedules allow.

The school will administer emergency medications (Epi-Pens, inhalers, etc.) and care procedures and medicinal foods with proper documentation and teacher training completed by the parent/guardian and in compliance with the Americans with Disabilities Act. The school will administer medications to a child only after the parent/guardian completes the required state form(s), available at the front desk or via email from school administration. All proper sections must be completed (including an exact time and dosage for the medication to be administered) and the medication provided to the school. Please note that we cannot administer medications with dispensation indicated "as needed." Parents must provide specific times and dosages for medications. As per ODJFS regulations, children who have a Medical Care Plan on file may not attend school if the medication is taken home or is out of date or if the Medical Care Plan is out of date.

Medications will be stored in a designated area inaccessible to children. All medications, including emergency medications, are not permitted to be in a child's possession, including school age children. Medications may not be stored in a child's cubby or book bag (this includes lotions). Prescription medications must be in their original container and administered in accordance to instructions on the label. Over-the-counter medications/diaper creams must also be administered in accordance to label instructions. If parents/guardians request any different dosages or uses, a physician must provide written instructions on the Request for Administration of Medication form. Modified diets and food supplements may also require physician documentation according to ODJFS guidelines; this includes diets which exclude an entire food group or all liquid milk.

### **PROGRAM PHILOSOPHY & GOALS FOR EARLY CHILDHOOD EDUCATION**

Curriculum and interaction with young children at the school is based in social constructivism and current research in early childhood education:

- Children are strong, capable, and full of potential.
- Children have rights:
  - to explore their own ideas and interests,
  - to be offered a variety of materials with which to symbolically represent their thinking,
  - to have as much time as they need to research their theories to the fullest extent.
- Children develop and explore through a strong partnership with supportive teachers.
- Children are competent researchers who develop ideas about the world, test them, adjust their thinking, and test them again.
- Children deserve to be treated with respect.
- Children learn to be caring, responsive and collaborative with each other, with teachers and other adults as they are guided to be respectful of all other people and of their school environment.

This approach requires continued intentional planning and implementation: experiences within the school rarely "just happen." Based on knowledge of child development, knowledge of each child and knowledge of the group, teachers plan the total program each day with great care to insure a balance of child-initiated and teacher-initiated activities, a balance of rest and activity, opportunities for growth in each developmental area, and appropriate materials and experiences to foster learning and growth.

At the school, education and care of young children is guided by the following principles:

- Each child is unique with his/her own patterns of growth and development, abilities, experiences, background, and perceptions.
- Each child's characteristics are determined both by innate, genetically determined factors and by environmental factors.
- Growth and development of young children must be nurtured with appropriate experiences to ensure that all children will reach their full potential.
- Dimensions of development--cognitive, emotional, social, physical, and creative--are interrelated and each dimension must be considered when planning a curriculum.

### **Mixed Age Grouping – Providing Continuity of Care**

An important part of school philosophy is an emphasis on continuity of care which allows children, teachers, and parents to develop strong relationships across their years of participation in our school program. In order to achieve this goal, we place children in mixed age groupings: infant toddler classrooms have children 6 weeks to 3 years of age, while preschool classrooms have children 3 to 5 years of age. Children who enter our school program as an infant and continue through preschool will likely have the same 2 sets of teachers for their entire early learning experience. This type of continuity allows children to develop a sense of trust, predictability, and community that is vital in promoting their development and learning. Teachers can extend the curriculum based on their in-depth knowledge of the individual child; and parents and teachers create a partnership that draws on one another's knowledge of the children, creating continuity between home and school environments.

Infants enjoy individualized care and relationships with their teachers as continuity and routine are integral to babies' sense of security. Infants are assigned a primary caregiver in his/her classroom to establish a sense of trust and reliability. Infants sleep and eat according to his/her own schedule, discussed and documented with parents and teachers upon enrollment, and when changes are applicable. Infants not only participate in activities such as tummy time, singing, storybooks and manipulatives. Infants also participate in daily learning experiences with toddlers in the classroom, such as art, sensory, literacy and math activities, with facilitation by teachers. Diapers are changed every two hours, or when soiled or wet.

### **A. Sophie Rogers School for Early Learning Curriculum**

The curriculum at the school is emergent and integrated and is delivered through intentionally planned learning experiences. Children acquire skills through intentional teacher- and child-initiated learning experiences based on Ohio's Early Learning and Development Standards in All Essential Domains of School Readiness (birth-age 5). In addition to a rich curriculum, teachers utilize screenings, progress monitoring tools and formal assessments to ensure that the curriculum is meeting children's learning needs and that children are developing on-track. Some assessments results and child level data must be reported to ODJFS pursuant to Ohio Revised Code 5101:2-17-02, Step Up to Quality Requirements.

We believe play is one of the most powerful learning tools for self-discovery and self-realization. Play is inherently a self-expressive activity which reveals the child's personal and unconstrained response to the environment. Play integrates the young child's personality as s/he becomes totally absorbed physically, mentally and emotionally.

Play is the major vehicle for the development of the whole child. Cognitive, social, emotional, physical and creative aspects of children are enhanced as they engage in active, sensorimotor behavior with authentic materials, as they play alone and with others, as they play out social roles, and as they engage in make-believe.

Children reveal themselves through play and language. Consequently, play serves as a communication device through which adults can observe, assess, and plan for each child's development. How they play, with whom they play, and where they play all provide insights into children's developmental, language and literacy levels, growth patterns and unique personality characteristics. Adults use this information to plan and restructure play experiences that will further enhance and facilitate growth and development for each child.

We believe our school provides a stimulating environment where children are free and encouraged to engage in a variety of play experiences. Although play is the major vehicle for learning, adult engagement, support, and direction is necessary to stimulate further curiosity and growth. Teachers converse and co-play with children to encourage participation in activities which will strengthen development or enhance particular skills, to help children solve problems or discover new solutions to old problems, to help children make reasonable choices and to act on these choices, and to help children evaluate their thinking and plan further action. It is the school's goal that all children enter kindergarten think of themselves as capable and competent learners. Child skills are built that match the expectations for Ohio's Early Learning and Development Standards: social and emotional development, motor development, approaches towards learning, language and literacy development, cognition and general knowledge. Teachers plan intentional play experiences to arrive at the individual and group goals for children demonstrated by ongoing child progress monitoring and assessment.

We view one of the tasks of the early childhood educator as being able to assess, monitor, and understand the developmental level of each child and to provide the stimulus and appropriate environment for optimal and continual growth to occur. The teacher must recognize both the strengths and unmet potentials of each child and provide activities that build upon these competencies and support continued development. We believe the child's active, self-initiated play and exploratory-discovery activities, as well as adult systematic planning and verbal guidance and modeling, are necessary to develop competencies and coping strategies.

### **Role of the Model Demonstration School and Research at Schoenbaum Family Center**

The A. Sophie Rogers School for Early Learning at the Schoenbaum Family Center is the model demonstration school for the College of Education and Human Ecology at The Ohio State University. A model demonstration school's purpose is threefold: to provide model programming and education to the community, to train and educate new teachers and to provide research which informs the field of education. There are several ways that these objectives are met. Teachers and administration present and publish for local and national professional organizations and groups come from all over the world to observe the classrooms from our observation deck and tour the school. Undergraduate and graduate interns complete coursework while working as teaching assistants in the classrooms, and community professional interns working towards CDA credentials also complete teaching hours in the school classrooms. Student and intern presence often allows for a low adult to child ratio in classrooms and greater individualized attention for children.

There are several ways research occurs at the school. All families enrolling at the school will complete a Parent/Caregiver Survey which contains household information; this is part of school programming which informs our practice. If the family signs the Parent/Caregiver Consent, the information from the Parent/Caregiver Survey and child's progress monitoring and assessment scores will be included in the Schoenbaum Family Center Research Repository. Researchers may obtain IRB (internal review board) and Schoenbaum Family Center Research Advisory Board approval for research which includes access to the data housed in the Schoenbaum Family Center Research Repository. All child and family data will be kept strictly confidential and anonymous for research purposes. A researcher may also obtain IRB and Schoenbaum Family Center Research Advisory Board approval for research actively conducted in the classrooms. Separate permission for such projects must be obtained through IRB protocol.

### **School Program and Curriculum Goals**

We have five major goals for each child in our school.

1. Become independent and self-motivated
2. Be a creative thinker and problem solver
3. Accept and express him/herself as an individual
4. Function successfully in a group of peers
5. Support current and future school success

In order to achieve these goals, we provide a school program which focuses on the development of the whole child: language and literacy development, social-emotional development, cognitive development, physical/motor development and approaches towards learning. Our school program is implemented on the basis of the following principles:

1. All kinds of experiences should be made available to children, not just those considered "academic." Activities which enhance physical, social, emotional, and creative development must be included.
2. Young children learn by using all their senses to explore materials.
3. Consistency in the daily schedule helps children to feel secure about their participation in the daily life of the school.
4. Children who are pressured to perform beyond their ability may feel frustrated and incompetent. Children who are encouraged to participate through an unpressured atmosphere will develop skills in each developmental area.
5. Children need to be with other children. Social involvement allows children to become accepting of themselves and others; provides them with opportunities to develop speaking and listening skills; and encourages appropriate social skills and social problem solving behavior.
6. Children learn to work collaboratively and cooperatively, within the community framework of our school.
7. Children need to be self-motivated and self-directed. We achieve these goals by providing children with tasks, by carefully explaining expectations, and by helping

children to understand and accept the responsibility and consequences for their actions without evaluating these actions as "good" or "bad".

8. Teachers provide a warm, secure, and supportive learning environment for Families and children. They must be responsible, professional, caring individuals and knowledgeable of the needs of families and children.
9. The bond between home and school is inseparable. Teachers and Families must work together to provide the best learning and growth experiences for children.



## CONTACT INFORMATION

The school welcomes ongoing communication with parents and families. Please feel free to speak with teachers and administrators about any questions, concerns or ideas you may have. While an appointment may need to be scheduled to fully address a topic, staff is always ready and happy to meet with families.

<b>Title, Name</b>	<b>Phone</b>	<b>Email</b>
Front desk	247-7488	SFC@osu.edu
Principal, Anneliese Johnson	292-9907	johnson.2745@osu.edu
Vice Principal, Samantha Peterson	688-5469	peterson.476@osu.edu
Director of Operations, Cameron Lindsey	292-9206	lindsey.187@osu.edu
Fiscal Specialist, Melissa Niece	247-7488	niece.11@osu.edu
Family Advocate Office	247-7007	
Schoenbaum Family Center Fax	247-7360	
Schoenbaum Family Center Enrollment	247-7491	SFC_Enrollment@osu.edu

## Classrooms

Infant/Toddler Room 130	292-1633
Infant/Toddler Room 134	247-7963
Infant/Toddler Room 138	247-7999
Preschool Room 124	292-6128
Preschool Room 128	247-7915
Preschool Room 142	247-7918
Preschool Room 146	247-7917

**Appendix C to rule 5101:2-12-07 Ohio Revised Code  
Center Parent Information**

The center is licensed to operate legally by the Ohio Department of Job and Family Services (ODJFS). 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 to meet with parents 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 ODJFS. Inspections are also online at <http://childcaresearch.ohio.gov/>. Parents may search for a specific program and sign up to be notified when the program's latest inspection is posted online. It is unlawful for the center to discriminate in the enrollment of children upon the basis of race, color, religion, sex, national origin or disability in violation of the Americans with Disabilities Act of 1990, 104 Stat. 32, 42 U.S.C. 12101 et seq.

To file a discrimination complaint, write or call Health and Human Services (HHS) or ODJFS. HHS and ODJFS are equal opportunity providers and employers. Write or Call: HHS ODJFS Region V, Office of Civil Rights Bureau of Civil Rights 233 N. Michigan Ave, Ste. 240 30 E. Broad St., 37th Floor Chicago, IL 60601 Columbus, OH 43215-3414 (312) 886-2359 (voice) (614) 644-2703 (voice) (312) 353-5693 (TDD) 1-866-277-6353 (toll free) (312) 886-1807 (fax) (614) 752-6381 (fax) 1-866-221-6700 (TTY) or (614) 995-9961

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>.