THE OHIO STATE UNIVERSITY

SCHOENBAUM FAMILY CENTER



Family Handbook
A. Sophie Rogers School for Early Learning

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Welcome to the **A. Sophie Rogers School for Early Learning at the Schoenbaum Family Center**. This handbook contains information to acquaint you with 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.

The A. Sophie Rogers School for Early Learning provides high-quality education, care, teaching, and research opportunities through a play-based, emergent curriculum that builds on children's interests, strengths, and developmental needs. Grounded in evidence-based practices, our approach fosters meaningful relationships, hands-on exploration, language-rich interactions, and intentional teaching strategies that support children's social-emotional, cognitive, physical, and literacy development. As the model demonstration school for The Ohio State University's College of Education and Human Ecology, the school serves as a learning community where research and practice work together to enhance educational outcomes for young children. Through its partnership with the Crane Center for Early Childhood Research and Policy, also housed within the Schoenbaum Family Center, the school helps bring current research into everyday classroom experiences. The school is highly rated through Step Up to Quality, Ohio's quality rating system for early childhood programs, reflecting its commitment to continuous improvement, excellence in teaching, and positive outcomes for children and families.

Founded on The Ohio State University campus in 1924, the A. Sophie Rogers School for Early Learning was among the nation's first university laboratory schools. Today, the school continues its tradition of providing an exemplary program for young children and families while serving as a learning site for university students and professionals. To support continuous improvement, educators regularly assess and reflect on children's learning and development, classroom environments, and teacher-child interactions.

The school also serves as a training site for university students learning about child development and early childhood education. Students, primarily from the College of Education and Human Ecology, gain supervised, hands-on experience working with children and families. The presence of these students enhances learning opportunities and contributes to strong child-to-teacher ratios throughout the school.

As a model demonstration school, the A. Sophie Rogers School for Early Learning supports research that advances understanding of early childhood education and development. Participation in any Institutional Review Board (IRB)-approved research study is voluntary. Parents/guardians will receive information about the study and must provide informed consent before their child may participate. To ensure that research enhances rather than disrupts children's experiences, the school carefully limits the number of active studies and requires review and approval by the Schoenbaum Family Center Research Advisory Board. The school also promotes innovation and continuous improvement by occasionally piloting new curriculum materials, instructional practices, assessment tools, and technology resources. When these activities are part of regular educational programming and do not involve research data collection, separate parent/guardian consent is not required.
In addition, the school routinely collects information through screenings, observations, and assessments to support individualized learning goals, inform instruction, strengthen curriculum planning, and evaluate program effectiveness. All information is maintained in accordance with applicable privacy and confidentiality requirements. Together, these efforts help ensure high-quality, evidence-based learning experiences that benefit every child and family.

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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 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 45 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 review the Family Handbook, curriculum, licensing requirements and school expectations. Equally important, the staff listens 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 enrollment and health documentation is received and completed according to ODCY regulations, and the teacher and family have completed an introductory enrollment meeting, and upon receipt of registration fees (when applicable).

Brightwheel is ASR's primary family communication platform. The app allows families to receive classroom updates, communicate with teachers, track attendance, and stay informed about school events and announcements. Families are also required to use Brightwheel to check children in and out each day. For safety and security purposes, any parent, guardian, family member, or other authorized individual who will regularly drop off or pick up a child should download the Brightwheel app and be connected to the child's account by the parent/guardian as "approved pick-up".

The ASR team will assist families with setting up Brightwheel as needed and will provide instructions on how to use the app for daily check-in and check-out procedures. Staff at the front desk are available to walk families through the process and answer any questions to ensure a smooth and successful start to the school year.

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 Children and Youth forms (ODCY) are available online at http://www.ODCY.state.oh.us/forms/inter.asp.

Documents required for enrollment include, but are not limited to: Child Enrollment Form for Early Care and Education Programs(DCY 01234); Child Immunization Records, Authorization for Pick-Up; Permission to Participate in Swimming/Wading Pool Activities (DCY 01227); Permission for taking and using photos and digital images and videotaping;; ASQ (Ages and Stages Questionnaire) and ASQ-SE (Ages and Stages Questionnaire- Social Emotional); if needed DCY Health Care Plan Documentation & Permission to Administer Medication (DCY 01236).

ASR Media Consent

At enrollment, families are asked to complete The Ohio State University Consent for Use of Information and Persona of a Minor form. This form allows parents/guardians to indicate whether they consent to the use of their child's photograph, video, audio recording, likeness, or story by the Schoenbaum Family Center and The Ohio State University for educational, informational, promotional, and university-related purposes.

Families who provide consent may have their child's image or work featured in publications such as newsletters, curriculum materials, social media posts, websites, brochures, and community event communications. Children will not be identified by name or other personally identifying information in public-facing materials.

Families who choose not to provide consent will have their child's image and information excluded from photographs, videos, and other media used for these purposes. ASR staff maintain records of family preferences and make every reasonable effort to ensure that consent choices are honored in all school communications and publications. Families may

contact the school office at any time if they have questions about media consent or wish to update their preferences.

Screenings, Progress Monitoring, and Assessments
An important part of early childhood education is ensuring that each child's growth and development are progressing appropriately. In addition, many state and county funding agencies require specific screenings, assessments, and progress-monitoring measures to support positive outcomes for young children and maintain excellence in early care and education. Screening and assessments are used for programmatic purposes to guide curriculum implementation and individual child goal-setting. ASR uses Creative Curriculum as part of its participation in Step Up to Quality, Ohio's quality rating and improvement system for early childhood programs. To meet the requirements of Step Up to Quality and Ohio Administrative Code Chapter 5180:2-17, ASR may report certain child-level assessment and developmental information.

Some screenings are completed by families, while others are conducted by school staff. Families have access to screening and assessment results and are encouraged to review them, discuss their child's progress, and contribute to educational goals during family conferences or at any time throughout the school year upon request. In general, screenings are completed within 30 days of enrollment, progress monitoring occurs throughout the school year, and assessments are completed at the beginning, middle, and end of the school year. Most screenings and assessments are play-based and are conducted through observations, conversations, classroom activities, or brief one-on-one interactions with a teacher. For example, a teacher may ask a four-year-old child to identify letters in a book to determine letter recognition skills.

Examples of screenings, progress-monitoring tools, and assessments used at ASR include, but are not limited to:

> *Screenings and Progress Monitoring:* Ages & Stages Questionnaires (ASQ), Ages & Stages Questionnaires: Social-Emotional (ASQ:SE), Preschool Language Scales, Fifth Edition, Screening Tool (PLS-5 Screener), Phonological Awareness Literacy Screening Writing Indicator (PALS), Preschool Early Literacy Indicators (PELI), Read It Again! PreK, Read It Again! Infant/Toddler, Ready4Math,
>
> Assessments: Kindergarten Skills Assessment, BRIGANCE Inventory of Early Development, Third Edition (IED III)

Speech and Language Screening, Evaluation and Programming
ASR is fortunate to utilize grant funding to support a licensed Speech-Language Pathologist (SLP) onsite one day per week. All children participate in a speech and language screening at least once each year to help identify those who may benefit from a more comprehensive evaluation.

If a child's screening results indicate a need for further assessment, families will be notified and provided information about next steps. Additional evaluations may include the Goldman-Fristoe Test of Articulation (GFTA) and/or the Clinical Evaluation of Language Fundamentals (CELF). Results will be shared with families and teaching staff, and recommendations will be incorporated into classroom instruction as appropriate.

The SLP collaborates with teachers to support children's speech and language development through classroom activities, targeted interventions, and staff coaching. The SLP is also available by appointment to discuss any concerns or questions families may have regarding their child's speech, language, or communication development.

Library and Family Engagement Services
To promote early language and literacy development, our school maintains a fully functioning library and Family Engagement activities and resources made possible through generous university gifts and grants.

Early language and literacy skills are among the strongest predictors of later school success. Children who are read to regularly at home and at school, engage in meaningful conversations with adults and peers, and make connections between spoken and written language develop a strong foundation for future learning. To support families in fostering these important skills, our Family Engagement Specialist is available to help select high-quality books, provide ideas for incorporating reading and discussion into daily routines, and recommend developmentally appropriate books for children of different ages. As a member of our teaching team, the Family Engagement Specialist can also share information about current classroom studies and help families identify books and topics that align with their child's interests. Families enrolled in our school are welcome to check out books from the library at any time to enjoy at home. We ask that families take good care of library materials and return them promptly so that all children and families may continue to benefit from and enjoy our collection.

OPERATIONS

Schedule: Hours, Days, 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 up to ten additional professional development days spread across the year. Additionally, there will be some early dismissal days. A calendar is prepared each year and is provided via hard copy in mailboxes in the spring and is always available on the 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 (phone numbers listed on last page of handbook) to report the nature of the absence. Absence notification notes can also be sent through the Brightwheel app. 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 7th Avenue, Summit Street and Hamlet 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. The university is unable to accept payment through the school's communication tool, Brightwheel.

The university accepts payments via credit or debit card through the online payment link emailed monthly to families. The university will also accept check, cash, or money order. You may also work with your bank to set up automatic payments.

If you prefer to drop off your payment at the school, a secure black metal drop box is located immediately to the right of secure doors at the main entrance. Receipts will be provided directly to you or placed in your child's mailbox. Checks and money orders should be made payable to The Ohio State University and include your child's name in the memo.

If paying by check or money order, please mail payments to:
Schoenbaum Family Center
175 E. 7th Ave.
Columbus, OH 43201
Attn: Finance Specialist

There is no reduction in fees for holidays or professional day closures. These days are taken into consideration when the fees are calculated. Additionally, we are unable to offer fee reductions to accommodate family vacations or closures for inclement weather or unplanned emergency closures.

Attendance
Regular attendance is an important part of your child's early learning experience. ASR School partners with a variety of agencies through which children may be enrolled. Some sponsored enrollment programs have attendance and absence requirements established by state and local funding guidelines. For example, families receiving Publicly Funded Child Care (PFCC) are required to maintain at least 33 hours of attendance per week, in accordance with county and family PFCC agreements. Our staff works closely with families to help meet these requirements and support consistent attendance.

We encourage families to aim for at least a 90% attendance rate whenever possible. Regular and on-time attendance (at least 9:00 am to 3:00 pm) helps children develop routines, build relationships with teachers and classmates, and experience the full benefits of early childhood education. If your child will be absent, whether planned or unexpected, please notify the school as soon as possible. Families may contact their child's teacher, call the front desk at 614-247-7488, or send a message through the Brightwheel app. For your child's safety and well-being, school staff will follow up on any absence when we have not received notification from a family

Class Size and Teacher/Child Ratios

The school will not exceed the following state required teacher/child ratios and maximum group size.

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.

Age of Children	Teacher/Child Ratio	Maximum Group Size
Young Infants (0-12 mo.)	1:5 or 2:12 in same room	12
Older Infants (12-18 mo.)	1:6	12
Young Toddlers (18 mo. – 2.5 years)	1:7	14
Older Toddlers (2.5-3 years)	1:8	16
Young Preschoolers (3 years-4 years)	1:12	24
Older Preschoolers (4- kindergarten enrollment)	1:14	28

Arrival and Departure Routines

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 18 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 18 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, library or lobby for extended conversations with other families. The building closes at 6:00 pm.

Release of a Child and Building Security

Upon enrollment, families will complete an Authorization for Pick-Up form identifying the individuals who are authorized and unauthorized to pick up their child from school. Children will only be released to adults (18 years of age or older) listed on this form. If someone not listed on the form needs to pick up a child, the parent/guardian must notify the school in writing before the child will be released.

For the safety of all children and families, anyone picking up a child should be prepared to present a photo ID. Front desk staff may request identification from any individual they do not recognize, even if that person has previously picked up the child. Changes to the Authorization for Pick-Up form may be made through the front desk. Parents/guardians are responsible for keeping all contact information current, including phone numbers and emergency contacts.

Anyone may drop off a child in the morning; however, only authorized individuals listed on the Authorization for Pick-Up form will be permitted to take a child home. These procedures help ensure the safety and security of every child in our care. 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.

The Schoenbaum Family Center maintains a secure facility to ensure the safety of all children in care. Access to the school area is restricted to enrolled children's parents or guardians, authorized individuals designated by the family, and approved staff. Individuals must pass through two secured doors to enter the school area; approved staff access the building using employee identification cards. The front desk is staffed during all operating hours, and only authorized individuals will be permitted entry beyond the secured doors. To maintain building security, all children must be dropped off and picked up through the front lobby and adults should exit through the secure lobby doors after dropping off children. Children may not be dropped off or picked up on the playground or at any other location outside the designated entrance.

Children Arriving to 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 and Routines

Our school; uses an emergent approach to curriculum, combining intentionally planned experiences with opportunities for play, exploration, and interaction. Children engage in a variety of free-choice activities, including literacy, art, science, math, and sensory experiences. Daily routines also include circle time, outdoor exploration, and gross motor play. The schedule is flexible, allowing children to engage deeply in activities while giving teachers time to support learning through meaningful interactions.

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 *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.*
1:00-1:30	Transition to rest time/storytime
1:30-3:00	Rest time *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.
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. Diapers are changed approximately every three hours, or when soiled or wet.
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.* *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.*
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 25 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 (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
The preschool classrooms may take periodic field trips by walking. Classroom teachers will accompany the children will 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.

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 foods served and participates in the USDA Child and Adult Care Food Program (CACFP).

Food service differs according to age:
Infants are fed as directed by families in their classrooms; all table foods on the menu must be approved by families of infants prior to introduction. All baby food and formula will be

provided by the school; formula provided is Enfamil Milk-based Powder with Iron Infant Formula (yellow label). Any other preferred formula may be used, but any other type must be provided by the family in an unopened container. Breastfeeding mothers are welcome to breastfeed at the school and/or supply pumped breast milk for their infants. Breastfeeding mothers are welcome tonurse their child in the classroom; in addition, the school has a dedicated space, room 106 in the front administration area, to nurse or express milk. These areas have electrical outlets, comfortable chairs, and nearby access to running water. Families must approve solid food items on the menu as they are introduced at the direction of the family.

Toddlers and preschoolers are offered all food item on the menu. Toddlers eat meals and snacks family-style in their classrooms. Preschoolers eat family-style lunch in the dining room; breakfast and afternoon snacks are served family-style in classrooms.

USDA Requirements for quantities and patterns of provided food

Ages	Meal Pattern Requirements										
	Breakfast			Lunch				Snack (Choose 2)			
	Milk/ Fluid	Fruit &/or Vegetable or Juice	Cereal/ Bread/ Alternate	Milk / Fluid	Meat/ Alternate	Bread/ Alternate	Fruit/ Vegetable 2 servings	Milk / Fluid	Fruit/ Vegetable	Bread/ Alternate	Meat/ Alternate
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.

Federal CACFP regulations require that children ages 2-5 years old are offered 1% milk and children 1-2 years old are offered whole milk. Children under 12 months are offered breastmilk or formula, as directed by families.

ASR school offers soymilk as an alternative to cow milk for children over 12 months with a physician's note if there is an allergy or intolerance to cow milk. A family and physician may also exclude all forms of liquid milk for children over 12 months and exclusively offer water to drink. If your child requires any food supplement or modified diet such as this, you must secure written documentation of the requirement from your health care provider for the school's CACFP compliance.

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.

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.

Cancellation of School

The Schoenbaum Family Center is a university building and generally follows The Ohio State University's decisions regarding delays and closures due to inclement weather. When checking local media for school delays or closures, families should look for announcements regarding The Ohio State University (main campus). In certain circumstances, however, the Schoenbaum Family Center may implement a delayed start, early dismissal, or closure independent of the university due to severe weather, building system failures, or other emergency conditions.

Occasionally, school operations may be affected by weather, emergency situations, or facility-related concerns. When changes to the school schedule occur, families will be notified through the Brightwheel communication system. Families are responsible for ensuring that the phone numbers and email addresses on file remain current. Updates to contact information may be submitted at the front desk or by email to sfc_enrollment@osu.edu.

Supervision of Children

All children always remain under the care and supervision of our trained and authorized staff. 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 them unsupervised in classrooms, hallways or other areas of the school. Staff will ensure that children are not exposed to inappropriate language, media, materials, or behavior while at school. As required by state law and university policy, all school staff, university students 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.

Withdrawals

A 45-day notice is required for families wishing to withdraw their children from the school. Those giving less than 45-day notice will be required to pay the full amount for 45 days from the time the written notice is received. With a 45-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 fees can result in a discontinuation of service and the forfeiture of your child's space in the school. Additional fees may be incurred for payments received after the due date. All accounts must be current on December 31 and May 31. If tuition and/or fees are not paid in full at that time, the child will be withdrawn from the school and forfeit their enrollment space. Additionally, a fee of $30 will be charged for any returned check from The Ohio State University Bursar's Office.

FAMILY INVOLVEMENT AND COMMUNICATION

An important goal of our school is to promote family involvement and to be responsive to the needs of families. We strive to support each child in a manner that reflects and respects their family's unique culture, traditions, and experiences. We value family participation and welcome opportunities to incorporate the talents, interests, and strengths of family members into our program.

To support family engagement, our Family Engagement Specialist develops a monthly calendar of events that is available online, displayed on communication monitors throughout the school, and distributed as a hard copy in family mailboxes. Families are encouraged to participate in events with their children, volunteer during activities, assist with event preparation, donate materials, and share

suggestions or community connections that support family engagement opportunities. We encourage families to review each month's calendar and join us for activities ranging from weekly family story times in the library to annual events such as the End-of-Year Celebration in late spring.

Families are welcome to observe the school at any time from the designated observation areas, and classroom visits are encouraged throughout the school day. Families may wish to join their child for lunch, read a story to the class, or spend time participating in classroom activities. We especially welcome the sharing of family talents, interests, languages, and cultural traditions. Enrolled families are also invited to utilize the school library and check out children's literature and other books and resources of interest.

If siblings visit the classroom, such as during pick-up times or special events, families are responsible for their supervision while in the school. Siblings may not be left in the care of teachers or unattended in classrooms, hallways, or other common areas

Opportunities Family Involvement
We offer support to families of children in our school in a variety of ways. 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
- Messaging using Brightwheel app
- Mailboxes in lobby for each family
- Digital announcement board in the lobby
- 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
- Incident reports are completed and provided to families either digitally or hard copy when an accident, illness or injury requires first aid treatment or involves a bump or blow to the head.

Resources
The library contains materials, resources, and books for families that can be checked out using the kiosk in the lobby and your child's name. The Librarian/Family Engagement Specialist is also available to provide book collections and recommendations for families.

Communication Guide for Problem Solving
To help ensure that questions, concerns, suggestions, and challenges are addressed efficiently, we ask families to use the following communication guide:

Contact your child's teacher regarding:

- Classroom activities, routines, and peer relationships
- Curriculum and learning experiences
- Developmental questions or concerns

- **Contact the Assistant Principal regarding:**
- Enrollment or withdrawal
- School policies and procedures
- Student teachers and interns

Contact the Fiscal Officer regarding:

- Tuition payments and billing questions
- Other school-related fees or payments

Teachers are happy to have a brief conversation with families at the beginning or end of the day regarding their child's daily activities. However, while teachers are in the classroom, they are responsible for supervising all children in their care. To ensure that you receive a teacher's full attention and to avoid discussing concerns in front of children or other families, we ask that you schedule an appointment for issues that require a more in-depth conversation. Appointments may be scheduled through Brightwheel, by email, by telephone, or in person. Contact information for all staff members is provided at the end of this handbook.

Family-Teacher Conferences
Family-teacher conferences are held twice each year, in the fall and spring. Additional meetings may be scheduled as needed at a mutually convenient time. Because teachers are focused on supervising children during drop-off and pick-up, families are encouraged to schedule conferences or meetings for more in-depth discussions. Virtual and phone conferences are also available when preferred

EMERGENCY PROCEDURES AND CHILD SAFETY

The school will follow established state protocol if there is an injury or incident involving a child.

- 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 form DCY 01299 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 may be completed via Docusign and sent to the family or a paper copy may given to the person picking up the child on the day of the incident/injury.
    - The school will contact the Ohio Department of Children and Youth office within 24 hours when there is a "general emergency" or "serious incident, injury or illness". The report will be provided to ODCY 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 Emergency Situations

- Classrooms will be notified by classroom phone, intercom and/or walkie-talkies
- Teachers will take appropriate action depending on situation (evacuation or shelter in place)
- 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 7th Avenue, Columbus OH 43201

  - If the elementary school is unavailable, our secondary site:
    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 message system in Brightwheel. 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 ILLNESS AND MEDICATION

General Guidance

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 Children and Youth, the school follows these guidelines:

- Children who are not well 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 (these symptoms of common childhood illnesses can be found on the Ohio Department of Child and Youth Communicable Disease Chart located in the east hallway near the classrooms):
    - Temperature is at or above 100 degrees Fahrenheit
    - Unusual/unidentified 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
    - 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 Brightwheel message, 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, 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 Children and

Youth and is best administered by parents and families. The school will administer diaper creams, school-provided sunscreen, and emergency rescue medications only with proper documentation. All other medications 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 rescue medications (such as Epi-Pens and inhalers) and other care procedures for children with documented disabilities with proper records and teacher training completed by the parent/guardian and in compliance with the Americans with Disabilities Act. The school will administer emergency 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 mediation 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 ODCY regulations, children who have a DCY Health Care Plan Documentation & Permission to Administer Medication on file may not attend school if the medication is taken home or is out of date or if the DCY Health Care Plan Documentation & Permission to Administer Medication form 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. 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 ODCY guidelines; this includes diets which exclude an entire food group or all liquid milk.

PROGRAM PHILOSOPHY & GOALS FOR EARLY CHILDHOOD EDUCATION

Curriculum, Classroom Activities and Learning

ASR uses Creative Curriculum as part of its participation in Step Up to Quality, Ohio's quality rating and improvement system for early childhood programs. Our teaching practices are grounded in current research in child development and evidence-based instructional strategies, including practices aligned with the Science of Reading. Children are capable, curious learners who develop through exploration, play, relationships, and meaningful experiences. Teachers intentionally plan learning opportunities that build on children's interests, strengths, and developmental needs while supporting growth across all areas of development, including cognitive, language, social-emotional, physical, and creative development.

Our educators create nurturing, engaging classroom environments that balance child-initiated exploration with teacher-guided instruction. Through respectful relationships, hands-on learning experiences, and individualized support, we help children develop the skills, confidence, and love of learning needed for future success.

Educators monitor each child's growth and development using a combination of age-appropriate developmental milestones and individualized learning goals. Children learn and

develop along their own unique trajectories and that rates of growth may vary. At the same time, we work closely with families to ensure that each child is making meaningful progress toward individualized goals and continuing to build the knowledge, skills, and dispositions that support lifelong learning.

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. 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.

Infancy is a critical period of growth and development, laying the foundation for future learning, relationships, communication, and well-being. To support this important stage, infants receive individualized care from nurturing teachers who build trusting relationships and provide responsive, consistent interactions. Each infant is assigned a primary caregiver who partners closely with families to support their child's unique needs. Infants eat and sleep according to their individual schedules, which are developed in collaboration with families and adjusted as children grow, while also balancing the needs of a group care setting. The mixed-age classroom provides infants with personalized attention while exposing them to rich language, social interactions, and a variety of learning experiences with older children. Through activities such as tummy time, books, music, sensory exploration, art, and movement, infants are supported in reaching developmental milestones and developing a lifelong love of learning.

GUIDANCE AND SUPERVISION

Guidance and discipline are integral components of our curriculum and children's early school experiences. We view guidance and supervision as a positive, ongoing process that supports the development of self-regulation, social competence, and responsible decision-making. A significant part of effective guidance is proactive rather than reactive. Teachers carefully design classroom environments, establish predictable routines and schedules, anticipate children's needs, and create opportunities for success in order to prevent many challenging behaviors before they occur.

Through daily interactions and learning experiences, children are supported in developing self-control, building positive relationships, working cooperatively with others, negotiating the use of materials, and resolving conflicts. These skills are essential for success both in school and beyond. When conflicts do arise, teachers view them as valuable learning opportunities and actively support children in identifying problems, considering solutions, and developing appropriate social skills. Through problem-solving, guidance, and age-appropriate limit setting, children develop an internal sense of responsibility, increasing independence, self-discipline, and confidence in managing their own behavior.

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 and are consistent in their lives. 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 behavior on others. They may not anticipate that something which makes them happy may make another child sad or anticipate the consequences of their actions Adults contribute to guidance by explaining the consequences of a child's behavior and by pointing out the impact of that behavior on others and the environment.

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. Our approach is to try to understand motivation and to find some way to engage in a behavior that would not be harmful. For example, a child jumping off a chair would be encouraged to jump on the mats.

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. For example, *if you don't wash your hands after toileting, you might spread germs. You can wash your hands in the bathroom sink or in the classroom sink.*

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 staff have experience with them in a variety of situations. Tantrums may include screaming, crying, and throwing him/herself on the floor. It is important that adults remain calm, provide minimal attention so as not to 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 if a safe space, but the classroom activities continue and the child may rejoin activities and address the issue which caused the tantrum when they have fully calmed down.

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 lavish 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 minor challenges arise in the classroom, teachers first use explanation and redirection to help children think through the situation and identify appropriate solutions. For example, a teacher might say, *"I'm concerned that you could get hurt if you sit on the table. Can you think of another way to get closer to the picture you're working on?"* In this example, the teacher guides the child's thinking rather than providing the solution. The teacher remains available to support the child until a safe and appropriate solution is identified and implemented.

4. If a child needs to regain control, we utilize 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. To support children's growing independence and decision-making skills, teachers offer age-appropriate choices within clear and consistent expectations. For example, "At school, we sit down while we eat. Would you like to sit at the circle table or the square table for snack?" Or, "It's time to clean up so we can go outside. Would you like to put away the markers or the blocks?"

6. If redirection, explanation, and problem-solving fail to achieve compliance or safety, we present natural/logical consequences to the child. We might say, "We need to find a way to play in the water table without splashing others. If you can't find a way to do this, you will need to play somewhere else."

7. 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.

8. All requirements specified in Rule "Supervision of Children and Child Guidance for Licensed Child Care Centers" apply to all persons at the school

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

Note: A copy of this document is required to be given to the parent upon enrollment of their child in the licensed child care center.

The child care center is licensed to operate legally by the Ohio Department of Children and Youth (DCY). This license is posted in a noticeable place for review.

A toll-free phone number is listed on the 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 online at https://codes.ohio.gov/ohio-administrative-code/chapter-5180:2-12.

Administrators and each employee of the center are 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 is 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 is to notify the Administrator of their presence.

Licensing records, including licensing inspection reports, complaint investigation reports, and evaluation forms from the building and fire departments, are available for review upon written request from DCY. Early care and education program information and inspections are also online using the Child Care Search Tool on the DCY website at https://childrenandyouth.ohio.gov/for-families/early-care-education/child-care-search.

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 DCY. HHS and DCY are equal opportunity providers and employers.

Write or Call:

OCC/ACF/HHS
Southwest Region
1301 Young Street, Suite 958
Dallas, TX 75202
214-767-3849

Write or Call:
ODJFS
Bureau of Civil Rights
30 E. Broad St., 30th Floor
Columbus, OH 43215-3414
(614) 644-2703 (voice)
1-866-277-6353 (toll free)
(614) 752-6381 (fax)
1-866-221-6700 (TTY) or (614) 995-9961
bcr-fax@jfs.ohio.gov (e-fax)
Civil_Rights@jfs.ohio.gov (e-mail)

For more information about child care licensing requirements as well as how to apply for child care assistance, please visit https://childrenandyouth.ohio.gov/for-families.

For more information on Medicaid health screenings and early intervention services for your child, please visit https://medicaid.ohio.gov/families-and-individuals/citizen-programs-and-initiatives/healthchek/
and https://ohioearlyintervention.org.

For information on cash food assistance, please visit https://jfs.ohio.gov/cash-food-assistance.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs).
Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632- 9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

CONTACT INFORMATION

The school welcomes ongoing communication with parents and families. Teachers and administrators are available to discuss questions, concerns, and ideas; however, to support classroom instruction and other responsibilities, meetings may need to be scheduled in advance. Staff will make reasonable efforts to arrange appointments as promptly as possible and respond to family concerns in a timely manner.

Title, Name	Phone	Email
Front desk	614-247-7488	SFC@osu.edu
Principal, Anneliese Johnson	614-292-9907	johnson.2745@osu.edu
Vice Principal, Samantha Peterson	614-688-5469	peterson.476@osu.edu
Director of Operations, Cameron Lindsey	614-292-9206	lindsey.187@osu.edu
Fiscal Representative, Melissa Niece	614-247-7488	Niece.11@osu.edu
Schoenbaum Family Center Enrollment, Lisa Baldwin-Skinner	614-248-7488	Baldwin-skinner.1@osu.edu or SFC_Enrollment@osu.edu
Librarian/Family Engagement Specialist, Sarah Simpson	614-247-7772	simpson.962@osu.edu
Food service/nutrition, Mark Newton		Newton.90@osu.edu
Social Work Intern Office	614-247-7007	
Schoenbaum Family Center Fax	614-247-7360	
Classroom Phone Numbers *(Please note, these phones are unable to receive messages and teachers may be attending to children and unable to answer. Emergency messages may be communicated through the front desk number, or routine messages may be communicated through Brightwheel app or via teacher emails)*		
Infant/Toddler Room 130	614-247-0697	
Infant/Toddler Room 134	614-247-7963	
Infant/Toddler Room 138	614-247-7999	
Preschool Room 124	614-292-6128	
Preschool Room 128	614-247-7915	
Preschool Room 142	614-247-7918	
Preschool Room 146	614-247-7917	