



THE OHIO STATE  
UNIVERSITY

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

# STAFF HANDBOOK



2017-2018

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

175 East 7<sup>th</sup> Avenue  
Columbus, OH 43201  
614.247.7488

[earlychildhood.ehe.osu.edu](http://earlychildhood.ehe.osu.edu)

Welcome to the A. Sophie Rogers School for Early Learning at the Schoenbaum Family Center. You are joining a great group of educators who respect and care deeply for children, who welcome the challenge and opportunity to provide care and guide learning and development, and who have created a collaborative and caring community for teachers, families and children.

This handbook contains our philosophy and practices as well as responsibilities of teachers and staff members. We ask that you refer to it as a reference for answering many of your questions. We are glad to have you as a new member of our team.

### Philosophy

Teaching and learning at the A. Sophie Rogers School for Early Learning emanates from the original motto of the historic laboratory school in Campbell Hall -- *working from the ideas of children*. The education and care of young children combines relationships built on caring and respect and the best in early childhood research, and the curriculum reflects the interests of children with an emphasis on language and literacy development.

The school has a long tradition of providing quality early childcare and education. We earn the trust of families by ensuring the safety of our children, by providing learning experiences to help them develop for school and life success, by assessing their progress, and by designing learning experiences to meet the needs of each child.

### Curriculum Design

The play-based curriculum . . .

- Reflects principles outlined in Ohio's Early Learning and Development Standards:
  1. all children are born ready to learn
  2. relationships are influential
  3. communication is critical
  4. environments matter
- Embodies respect for the competency of children and the importance of relationships, most particularly the partnership between the family, the school, and the community.
- Emphasizes development of the whole child through inquiry and active, authentic, concrete and intentionally planned learning experiences.
- Emerges from the ideas of the children.

Teachers meet weekly to plan learning experiences based on their observations of the children's interests and incorporating the areas of learning contained in the Ohio Early

Learning and Development Standards:

- Language and literacy
- Social-emotional development
- Cognitive skills and general knowledge
- Physical well-being and motor development
- Approaches towards learning

A weekly curriculum plan is distributed to parents and displayed in the classroom. Daily learning experiences are recorded and displayed in the classroom as well.

### Assessment of Development and Learning

The school conducts formal assessment of child development and classroom processes for four purposes: screening, progress monitoring, program planning, and individualizing child instruction. After appropriate training, teachers are responsible for conducting assessments and screenings. Other screenings may be done by parents and by research staff.

**Screening.** Screening assessments are done to identify possible developmental delays. Screenings used at the school include the *Ages and Stages Questionnaire* and *Ages and Stages Questionnaire- Social Emotional*. If a child performs poorly on screening test, then follow up monitoring or more in-depth testing is conducted and/or a referral to an outside organization or school district may be made. Some screening assessments, such as the ASQ, examine many developmental areas. Others, such as the ASQ-SE, focus on more narrow areas of development. Some screening assessments are completed by teachers and some by parents or caregivers.

**Progress Monitoring.** Progress monitoring assessments provide information about how children are progressing in important skill areas, especially related to sounds and words. For example, the Brigance Inventory of Early Development documents a child's progress in social emotional development, math, science and literacy.

**Program Evaluation.** Other assessments evaluate educational programs rather than children. Observational measures of the classroom environments focus on the physical environment, learning opportunities, the social-emotional climate, and how teachers relate to children and implement instructional procedures. The Classroom Assessment Scoring System (CLASS) measures the quality of child-teacher interactions in a preschool classroom setting.

### Professional Development

Teachers participate in professional development days sponsored by the school. School administrative staff collects input from teachers in planning relevant topics for study, and collaborates with research faculty from The Crane Center for Early Childhood Research and Policy to provide a Professional Development series for the community.

As a highly rated school in the state's Step Up to Quality (SUTQ) rating system, teachers maintain 15 annual hours of SUTQ-approved professional development trainings (or 30 hours each two-year period, based upon date of hire). This is in addition to trainings, seminars and activities relating to current research in early childhood education and development which staff may attend but may not be SUTQ approved.

As a leader in early childhood education in the state and nation, teachers are also expected to submit and present at local and national conferences such as the Ohio Association for the Education of Young Children, and the National Association for the Education of Young Children. Teachers are also encouraged to provide additional professional experiences such as presenting to other educators, publishing in peer-reviewed journals, presenting in Ohio State University courses, participating in study groups and mentoring other teachers. In collaboration with supervisors, professional activities may be included in weekly work hours.

### **Responsibility for Child Safety**

The health and safety of children at our school is our first priority, and all staffing and classroom management decisions are made with this in mind.

Planning (and setting limits) for activities should reflect:

- Careful consideration of the developmental abilities (both cognitive and developmental) of children
- Number and age ranges of children in the playground
- Teacher/staff ratio and physical proximity of teacher to each child
- Teacher and student intern experience and familiarity with the group
- Level of attention needed to ensure safety of children
- Outside temperature, ozone, and allergy conditions

Safety in the classroom and common areas of the building (e.g., Art Studio, Town Hall, Dining Room) requires planning for multiple uses by a variety of age groups. Please respectfully keep these areas clean and organized for the next classroom that uses it. Preschool teachers should keep in mind that younger infant/toddlers will be sharing the same spaces and take care to not leave age-inappropriate materials in accessible areas.

One vital aspect of child safety is maintaining correct ratio and ensuring proper supervision so a child is never left unattended. Teachers should be familiar with the required ratio for the group that they are responsible for, and ensure that ratio is maintained at all times. Children may never be left unattended. This requires that teachers carry their ODJFS attendance with them at all times, conduct face to name checks often throughout the day in the classroom, every five minutes while outside, and at every threshold when transitioning to another area of the school (therefore, leaving the classroom requires conducting a name to face check, going through doors to Town Square requires a name to face check, arriving at outdoor play space requires a name to face check). ODJFS requires that any small group of children have attendance documentation to support proper supervision of children. This can be the keychain system which includes children's names and birthdates. Finally, classroom doors should be kept shut to help alert teachers if a child opens it and attempts to leave the classroom.

An ODJFS Incident Report form (01299) is required to be completed any time a child becomes ill or receives an injury which requires any first aid treatment, a child is transported in to a source of emergency assistance, a child receives a bump or blow to the head, an unusual or unexpected incident occurs which jeopardizes the safety of a child or staff. For minor illnesses and injuries, parents are given copies of the forms and originals are kept in the child's file. Incidents which are serious in nature must also be reported directly to ODJFS through the online OCLQS Serious Incident Report.

### **Serious Risk**

Serious Risks are state licensing non-compliance situations that the Ohio Department of Jobs and Family Services (ODJFS) have determined to pose the most risk to children in our care. Serious Risk violations include lack of supervision and maintaining ratio, administrative negligence and environmental hazards, among others. A complete and detailed list of Serious Risk violations is [available here](#).

Any serious licensing non-compliance situation is a critical issue for our program and is taken seriously and may result in immediate and severe consequences for staff, including termination.

A Serious Risk Violation must be immediately be reported to the director. The teacher responsible for the child or classroom group at the time of the incident must complete the ODJFS Incident Report form. In addition, the violation will be reported to ODJFS by the director calling the Help Desk and reporting the violation by phone, and submitting an online version of the ODJFS Incident Report Form to the OCLQS System. Making the telephone report as well as the online submission must be completed within 24 hours of the event by the director. The director will also inform the Executive Director, who will in turn inform College of Education and Human Ecology leadership and Human Resources as well.

In addition, all teachers, staff and student interns who may have witnessed the non-compliance situation will provide a written account of the incident within 24 hours of the occurrence. These prescribed forms will be provided by the director and completed by each staff member present during the non-compliance situation or otherwise involved. These written accounts will be available to university, college and ODJFS personnel, if requested.

## Outdoor Play

Physical activity is a purposeful element in our curriculum. Plans for playground activities should be described in weekly curriculum outlines, with use of outside time to reinforce and extend learning and development and with active involvement of teachers. As with all classroom transitions, careful monitoring of numbers and ratio is critical to ensure child safety.

*When entering or exiting the building, teachers must conduct a face to name check of the children in their care. Teachers will check attendance lists and ensure child presence before exiting to an outdoor play area or returning into the building. At least one staff member or teacher must be present in each classroom group during outdoor play; student workers and interns may not be the only childcare staff member present when playing outdoors.*

Classrooms go outside once or twice daily, weather permitting (no outdoor play if the temperature drops below 20 degrees or rises above 92 degrees, taking into account wind chill and heat index). During inclement weather, classes go on building walks and to the indoor motor spaces. Infants and toddlers are not permitted on the 2<sup>nd</sup> floor of the building per licensing guidelines.

**Infant/Toddler Outdoor Play.** The following is required to ensure infant/toddler safety:

- Infant/toddler classrooms may use the fenced in courtyard areas on the east, west and south sides of the school, as well as the interior courtyard for outdoor play.
- Set the area up ahead of time with activities and survey the area for any hazards that may be present from others' use; teachers must check that the magnetic gates are secure and cannot be pushed open.
- Ensure that children are playing only with materials that the manufacturer has deemed

appropriate for his/her age; if you have questions about the age-appropriateness of an item, please ask the director or assistant director before use.

- View all accessible outdoor areas at all times, and routinely conduct attendance and face checks every few minutes. Infants should be within arm's reach.

**Preschool Outdoor Play.** The fenced playground shared with Weinland Park Elementary School is available for our preschool age children with the following expectations:

- All children require monitoring and repeated attendance and face checks every few minutes while outdoors to ensure child safety;
- Teachers should be distributed evenly throughout the outdoor space and move with the children to ensure that all children are within view and hearing at all times; Both gates which exit to Weinland Park must be monitored by a teacher and to be secured with a C-clip upon arrival to the playground.
- If unsafe situations arise while outside in the adjacent park, teachers must relocate indoors to the Town Square or Gross Motor room;
- Teachers must survey the area for any hazards that may be present prior to use

**Preschool Playground Expectations for Children:**

- Go down the large slide only; can climb up the short slide;
- One child at a time on the monkey bars; start from the ladder and end at the platform;
- One child at a time on the swinging bar and triangle bar;
- No sitting/standing on the swinging or triangle bars;
- Monkey bar ladder may be used for climbing if getting to the pole or bar for swinging and going across monkey bars. Teachers should not swing children by the arms;
- Platform is end landing space for the monkey bars and to watch friends cross over;
- Teachers should not lift children across the monkey bars or life to reach hanging bars. If a child is unable to complete a motor task on their own, they may not have the coordination to safely engage in that activity. Encourage children to try motor activities their own or try a different choice if they are unable to climb or reach a particular area;
- Teachers and student interns should be positioned so that all sides of the climber and all three gates are in sight;
- Teachers may not engage in extended conversations together or with families that may distract them from active supervision of children;

**Note:** The playground located outside the fence is part of Weinland Park and is maintained by Columbus Department of Parks and Recreation. The park playground contains equipment that is designed for older children and is not for use by our school classrooms.

Children should be dressed appropriately for outdoor play (hat and mittens, scarves, winter jacket, snow pants, and boots in winter). We ask families to bring an extra set of clothing for their child's cubby; however, teachers are responsible for ensuring that children are appropriately dressed for outdoor play while the child is at school. Please remind the family if extra clothing not in the cubby and/or make use of extra school clothing or the services of the Family Advocate if a child is often inappropriately dressed for school.

During the spring and summer months, child-formulated sunscreen will be provided by the school. Please ask parents/guardians to sign a "Request for the Administration of Medication Form" (provided by teachers) so that you may apply sunscreen before going outdoors on sunny days. Families who prefer a particular brand of sunscreen may bring a bottle labeled with the child's name. Water must be available to the children at all times in warmer weather; water bottles will be provided by the school for this purpose.

When outdoors, staff must have a means to summon an additional adult. If two teachers go outside with a class, an emergency may arise where one teacher needs to escort a child into the building. Cell phones are required to be outdoors with the children; please program your classroom number and front desk number into your cellphone. Other classroom numbers, administrations' and teachers' cell phone numbers may be helpful as well.

**Licensing Requirements and Responsibilities**

**Required Records for Each Child.** The Ohio Department of Jobs and Family Services (ODJFS) licenses The Schoenbaum Family Center. Each teacher is responsible for compliance with the licensing rules and is held accountable for compliance with rules governing their age group. The licensing rules are available in hard copy in the teachers' lounge as well as at [this link](#).

To comply with state of Ohio requirements for licensing of childcare centers, a file is maintained for each child. Children's records contain family history and any notes made by the teachers, including parent-teacher conferences notes. Families may make arrangements with program administrators to review their child's file.

We will ask for forms at the time of enrollment and as well as updates on an annual basis. Any changes in medical or family information must be communicated to the office so that current information is always on file. Although you may keep copies of these forms for easy access in your classroom, originals must be kept in the child's official licensing file and available to administration and ODJFS. Files are kept for one year after the child has left the program. There are specific requirements for each enrollment pathway and those documents must be kept with the children's licensing files.

ODJFS Requirements:

<b>Form Name and Number</b>	<b>Information Required</b>
Child Enrollment and Health Information for Child Care Centers and Type A Homes <i>JFS Form 01234</i>	<ul style="list-style-type: none"> <li>● Child name, DOB, enrollment date, address</li> <li>● Parent/Guardian information</li> <li>● Emergency Contacts</li> <li>● Medical Conditions, Medications, Supplements</li> <li>● Dietary Restrictions</li> <li>● Diapering Statement</li> <li>● Emergency Transportation Authorization</li> </ul>
Child Medical Statement <i>JFS Form 01305</i>	<ul style="list-style-type: none"> <li>● The form is completed and signed by a physician or advanced practice nurse.</li> <li>● Immunization Record</li> <li>● Assessments/Screenings Record</li> </ul>
Request for Administration of Medication <i>JFS Form 01217</i>	<ul style="list-style-type: none"> <li>● A separate form filed for each medication.</li> <li>● The form is completed and signed by both the parent/guardian and a physician in certain instances described in Box 2 on the form.</li> <li>● Authorizes staff to administer topical medication, prescription medication nonprescription medication, topical product or</li> </ul>

	<p>lotion, food supplement or modified diet.</p>
<p>Permission to Participate in Swimming Pool Activities <i>JFS Form 01227</i></p>	<ul style="list-style-type: none"> <li>• Permission for infant/toddler children to participate in wading pool play</li> </ul>
<p>Authorization for Pick-Up</p>	<ul style="list-style-type: none"> <li>• Contact information of parent/guardians</li> <li>• Names/relation to child of persons authorized to pick up child, must be 16 years of age</li> <li>• Names of persons not permitted to pick up child</li> <li>• Persons not known to front desk staff will be asked to present valid photo I.D.)</li> </ul>
<p>Center Parent Info Required by Ohio Administrative Code <i>JFS 01237</i></p>	<ul style="list-style-type: none"> <li>• A statement of licensing requirements of all childcare centers.</li> </ul>
<p>Permission for assessment and monitoring of individual child learning and development</p>	<ul style="list-style-type: none"> <li>• The school conducts regular assessment of child learning and development.</li> <li>• Results inform our teaching and to track cognitive, physical, and social-emotional development of children.</li> </ul>
<p>Permission for taking and using photos and digital images and videotaping</p>	<ul style="list-style-type: none"> <li>• Videotaping of the program is a regular part of the feedback process for student and staff professional development.</li> <li>• Photos are often taken to record memorable events related to dimensions of early learning.</li> </ul>

## Day to Day Operation

*Hours, Days and Dates.* The school operates from 7:30 a.m. to 5:30 p.m., Monday through Friday, fifty-one weeks of the year. We are closed for 10 university holidays and additional professional development/parent conference days. Additionally, there may be some early dismissal days. A July 1 - June 30 calendar is announced each year.

Teacher shifts typically cover opening in the classroom, a middle shift and a closing shift. The Master Teacher works with the teachers in his/her classrooms to ensure that there is adequate coverage throughout the day, while also taking into consideration the need curriculum development and classroom preparation time. Flexibility in this schedule among classroom staff is encouraged whenever possible to support one another's vacations, sick days and appointments.

It is mandatory that staff arrive promptly for the beginning of the shift and that a classroom is already prepared to support the children without the teacher being distracted. Being punctual is important for the teacher opening the classroom and to maintain proper ratio throughout the day.

*Parking.* Parking spaces are available in the lot in front of the center. Staff may not park in spaces designated in front of the building for drop-off/pick-up of children or in spaces east of the entrance (designated for Weinland Park Elementary School). If no space is available in the lot, parking is permitted on both sides of Summit Street, 4<sup>th</sup> Street, and on Hamlet Street (with restrictions on street sweeping days).

*Class Size and Teacher/Child Ratios.* **The school will not exceed the following state required teacher/child ratios:**

1:5	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, lunchtime, outdoor play, or special activities.

## Daily Routines

*(Please familiarize yourself with information below provided to families regarding arrival and departure routines)*

## **Arrival and Departure**

*Arrival: The earliest drop-off time at the School is 7:30 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 them, 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. 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 time 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;
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, children remaining at school by 5:25 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.

## **Teacher Guidelines for Arrival and Departure:**

*Arrival: The earliest drop-off time at the School is 7:30 a.m.*

1. Arrive promptly for your scheduled time in the classroom; minutes may be the difference in maintaining ratio;
2. Ensure that classrooms are properly prepared for children's arrival and daily activities are displayed - check that common areas are neat as well;
3. Greet all families warmly and conduct daily check to ensure each arriving child is healthy and prepared to attend school; support transitions by encouraging daily separation routines with parents;
4. Converse briefly with parents and families; gather any pertinent information about the previous evening or daily information;
5. Support breakfast routines by sharing the meal with children, documenting child meals in database and ensuring that each child is marked as present in database and on required ODJFS form.

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

1. Encourage children's involvement in clean up and preparation for the following day, if appropriate;
2. Transition to outdoors or motor areas and inform front desk of planned location so that it may be marked on white board at the front desk;
3. Gather up all children's belongings, when possible, to aid in family-friendly departures;
4. Greet families warmly and converse with parents; relay important information regarding the child and their day. Providing specifics, even small details, is preferred over general statements like "he had a good day!"
5. Only family and friends who have been approved by the front desk should be picking up on the playground or classroom. If you have concerns, teachers should contact the front desk to ensure that an adult has been approved for pick up before the child leaves;
6. To accommodate families at the end of the day, children remaining at school by 5:25 p.m. will be taken to the front lobby along with their belongings, where a teacher will wait with them;
7. Mark children as departed on ODJFS paper attendance form and ensure by checking ChildPlus that all children have been marked as checked out; if parents did not check a child out, enter approximate departure time in ChildPlus.

## **Responsibility for Tracking Child Attendance**

ODJFS requires that a child's attendance be recorded daily; this responsibility is assigned to the teaching staff. Attendance is recorded on a required ODJFS paper form on a ODJFS-required attendance sheet created by teachers and including each child's full name and birthdate, names of all teachers and room numbers.

Each day, the teacher will mark the time when a child arrives and the time when he/she departs. Any child who is absent will be marked with an A. As per ODJFS requirements, this must be done immediately upon the child's arrival or departure; frequent child counts, particularly when outside or during transitions, are required as an important safety guard to ensure that ratio is maintained and all children are accounted for.

Families are also required to sign their child into and out of the school's ChildPlus database daily at the front desk by entering their child's ID number at the front desk. However, if a parent fails to do so, teachers must enter an approximate arrival and/or departure time into

ChildPlus as soon as possible, and definitely by the close of the day. The ChildPlus attendance does not constitute an attendance document by ODJFS rules, and the paper attendance still must be completed daily and carried by a teacher with the class at all times.

### **Meal Time/Food Responsibilities**

The school provides a full breakfast, lunch and afternoon snack for the children. Infant/toddlers eat in their classrooms; preschool children eat breakfast and lunch in the dining room, and afternoon snack in their classrooms. Teachers are responsible for safe and sanitary eating, including ensuring that the children wash their hands before eating. Whenever possible, teachers will eat along with the children to foster a home-like environment, model table manners and support conversation among the children. Teachers will mark the Child and Adult Food Care Program (CACFP) meal count in the ChildPlus database at Point of Service to ensure accurate reporting.

As participants in the CACFP food program, we are responsible for enforcing the prohibition against families bringing food in to the program or leaving with food provided by the program. This policy is in the Family Handbook, and we ask teachers to reinforce this with families. Children may finish any food brought to school from home in the lobby with his/her family member.

### **Supplies**

The school is fortunate to receive classroom supplies from donors, including books, art and literacy materials. In addition, the center purchases a standard set of educational supplies and furniture for each class room. Each classroom may purchase extra supplies that are not included in the standard sets of materials and/or to support special projects. Teachers may work with SFC's procurement and inventory specialist to ensure the need for supplies, and then check out the credit card to use for purchase of special materials with prior approval from the director and the college's fiscal department. The building also has limited amounts of storage in the basement; classrooms may store limited equipment in the basement in their classrooms' designated storage area.

### **Requests for Maintenance/Repair**

All requests for maintenance/repair are the responsibility of the Building Coordinator. Requests, e.g. regarding needs for room maintenance, equipment repair or replacement (including computers), should be made to the Building Coordinator via e-mail. Support for computer technological issues should be directed to the college's Office of Information Technology.

### **Communication with Families**

An important part of our work is communication with families regarding their child's daily life and progress in school. Teachers should make every effort to greet each family as they arrive for the day, including those not assigned to your classroom while in common areas. This should also be a time teachers are prepared to briefly discuss the child's evening and any particular plans for the day.

ODJFS requires a head-to-toe check of each child upon arrival at school to assure that the child is physically healthy; teachers should inquire about any bumps/bruises, etc. that may not be noticed simply by saying hello from across the room. Similarly, at pick-up time, teachers should be able to say good-bye to each family as well as briefly report on the day's occurrences for families. This daily communication is vital to building rapport and support with

families in our program. Teachers who are leaving for the day should ensure that staff who will be closing the room, including student teachers, are provided with ample information to report and connect with families at the end of the day. As the most common form of daily interaction for families, teachers are expected to reflect a respectful, friendly and professional demeanor and should be involved with children and active supervision when in the classroom or common areas. Teachers should also be prepared to direct parents to additional resources to support questions, such as the school's fiscal officers, family advocate or directors.

Other, methods of communication are a critical part of the teacher's role at the school. At least twice a year, families will be offered a conference to discuss their child's growth and progress. During conferences, teachers will review developmental screenings, assessments, work samples and teacher observations and will discuss overall goals for the child at home and school. The conferences will introduce and support the families' understanding of Ohio's Early Learning and Development Standards and will be documented using the school's conference form. Formal conferences are in the fall and spring, and upon request by families or teachers.

## Requests for Leave

***Vacation Requests (for permanent staff).*** Requests for vacation should be submitted with as much advance notice as is possible in order to minimize difficulty in obtaining substitute teachers. Planned vacations should be submitted three weeks in advance; even if you give three weeks' notice, requests may not be given to everyone. Vacation time must be coordinated in each classroom so that two teachers from the same classroom are not away at the same time. Scheduled vacations are on a "first come, first scheduled basis."

We will always do our best to accommodate your travel plans. In return, we ask you to obtain approval for your vacation request before purchasing tickets or making other un-alterable plans. All requests should first be discussed with direct supervisor. Requests must be made via email to the assistant director and direct supervisor should be copied on the email. No more than two staff members may request a single day off (this includes if trainings or other meetings are scheduled for that day). No time off will be permitted during scheduled professional development days; exceptions will be made at the discretion of the Director or Assistant Director.

Please review the shared calendar before requesting time off to ensure others have not already made their requests. Instructions for access the calendar are below:

How to add the calendar to your outlook account.

1. Open outlook
2. Click calendar (bottom left)
3. Click open calendar (top middle)
4. Click from address book
5. Change address to 'global address list'
6. Type SFC requests & trainings
7. Select SFC requests & trainings and click 'okay'

On the left hand side of your outlook screen you will see a box that says room and under it will be the calendar. You can move this up to the list that says My Calendars if you prefer.

***Sick Leave (for permanent staff).*** If you begin to feel ill during the day and believe you may be

absent the next day, please alert your co-teachers, assistant director and acting administrator as soon as possible. Advance warning is helpful in arranging for substitute teachers or alternative schedules to be made.

**Calling off for emergency illness (for permanent staff).** No matter the time, an email should be sent to the assistant director, front desk staff, morning acting administrator (always noted at the bottom of the daily schedule) and classroom teaching team; call the front desk at [614-247-7488](tel:614-247-7488) and leave a message. The front desk staff will check phone messages first thing and then alert the acting administrator to ensure adequate coverage

## **Safety and Building Access**

Please use care and caution in where you park and in walking to and from the building. Personal items, such as purses, wallets, cell phones, as well as, classroom items such as cameras, iPads and tablets should not be left unattended in empty classrooms or in unlocked closets.

While on premises, staff must wear their BUCK ID displayed. This allows easy for easy recognition to assist families as well as for safety and security purposes. Students or volunteers who are not OSU employees or students may obtain a Contractor's Badge from staff for this purpose. Your BUCK ID or Contractor's Badge is also needed for swiping through security doors.

Staff may have access to the building before or after hours and on weekends for work-related purposes. Be aware that you assume responsibility for the security of the building when you stay or enter after normal operating hours. Only disarm the building if you feel confident in doing so; improper arming and/or unarming may result in false alarms to the police or inadequate security.

Upon hire, you will be trained in the proper methods of arming and disarming the building as well as have your BUCK ID or Contractor's Badge activated for swiping privileges. Do not arm the building until you are sure that no other staff or cleaning/maintenance personnel remain in the building.

## **Mandated Reporter Status**

Some professionals are mandated by law (ORC 2151.421) to report abuse or neglect, including attorneys, physicians, day care center staff, social workers, speech pathologists, school personnel and children services agency staff. The Ohio Revised Code provides immunity from civil or criminal liability for those who "participating in good faith" make a report of possible abuse or neglect, and also requires children services agencies to keep confidential the referral source. The ORC section 2151.421 states that if a mandated reporter knows of or suspects child abuse or neglect, he/or she must report the abuse, neglect or suspected abuse or neglect to law enforcement or to the local children services agency. Mandated reporters who make a report in their mandated capacity are entitled to certain information other reporters of abuse and neglect are not entitled to receive. This information includes whether the information was screened in for investigation, whether the child is safe, if the case has been closed and if there is a filing in juvenile court. A mandated reporter may call the agency to obtain this information or it may be mailed to you.

**How to Make a Referral.** Any person can make a report to Franklin County Children Services if they are concerned with the welfare of a child; teachers are required to make a report if they suspect abuse/neglect. To reiterate, it is not a mandated reporters' responsibility to determine if abuse/neglect is occurring, only to report if they have any reason to suspect that abuse/neglect is occurring. To make a report of child abuse or neglect in Franklin County, OH, call Franklin

County Children's Services' 24 hour Child Abuse Hotline at 614-229-7000 or visit the offices of intake and investigation at 525 E. Mound St., Columbus, OH 43215. Although this report may be made privately, school administrative staff are available to support teachers should they deem it necessary to make a referral.

***The Ohio State University's Activities and Programs with Minor Participants Policy.*** In addition, personnel affiliated with OSU who work with minor children are required to follow the procedures outlined in the university's Minor's Policy. This includes required ODJFS background checks, completing university online training in recognizing child abuse and neglect, and signing the university Standards of Behavior document. While working with children at Ohio State, the Minor's Policy stipulates that staff and students who suspect child abuse or neglect must follow the "2 Calls, 1 Report" protocol. Students and staff should call Children's Services, then The Ohio State University Police to report a call was made, and complete a Minor's Policy Report to send to HR. School administration is available to assist with this process, if needed. [Read the complete Minor's Policy.](#)

### **Professionalism**

As a respected model teaching site, we are monitored and observed by families, students, faculty, partners, community members and other stakeholders. Teachers, student teachers, volunteers and other staff placed in the classroom are to conduct themselves with professionalism at all times.

Please dress for comfort and ease in working with children ages five and under, but keep in mind the following dress code guidelines: Staff and students represent the College of Education and Human Ecology as well as themselves. Students and teachers are to act professionally with respect to meeting their responsibilities and in maintaining appropriate conduct and dress. Low cut jeans, short shorts, tank tops, midriff shirts, spaghetti straps or crop tops are not acceptable for classroom wear.

Clothing should allow for bending over and kneeling down at the children's level without creating gaps between shirt and pants and/or exposing undergarments. Dresses and skirts may require shorts worn underneath to permit active movement with young children.

We suggest comfortable, casual clothing since you'll be spending your time with ACTIVE young children. Please avoid wearing clothing with wording, symbols, logos, etc. that would be inappropriate for young children. Clothing should also be neat and free of holes, tears, etc. Please know that the temperature in our classrooms fluctuates at times. We suggest that you dress in "layers" so that you can be comfortable.

**Cell Phones.** When you are in the classrooms, you may not use your cell phone except in urgent work-related situations. If you must make a personal call, this must be done in the teachers' office or other areas outside of the classroom, away from the children and observers. This is true during rest time as well. Please keep your phones turned off or on "silent" while you are working with the children – in classrooms, outdoors, at lunch. This also applies to texting and social media. Although cell phones are a requirement while outside (in order to be able to summon an additional adult in case of dire emergency), they should not be used for personal purposes.

**Social Networking Sites.** We strongly advise against posting anything work-related via social media. Something may be misinterpreted by others and you may be unaware that other individuals have networking contacts with families and other stakeholders at the program.

## Contact Information

### Administration

<i>Title, Name</i>	<i>Phone Number</i>	<i>Email</i>
Front desk	247-7488	SFC@osu.edu
Executive Director, Laura Justice	292-1045	justice.57@osu.edu
Director, Anneliese Johnson	292-9907	johnson.2745@osu.edu
Assistant Director, Samantha Peterson	688-5469	peterson.476@osu.edu
Director of Operations, Bobbie Bowling	292-5197	bowling.18@osu.edu
Fiscal Specialist, Eric Schwendeman	688-4767	schwendeman.2@osu.edu
Family Advocate	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
Infant/Toddler Room 146	247-7917
Preschool Room 124	292-6128
Preschool Room 128	247-7915
Preschool Room 142	247-7918