

KENDAL[®]

EARLY LEARNING CENTER



Parent Handbook

Located at
Kendal at Oberlin
600 Kendal Drive
Oberlin, Ohio 44074
440-775-9815
jehoover@kao.kendal.org



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Kendal Early Learning Center

Introduction

Welcome to Kendal Early Learning Center

The Early Learning Center at Kendal at Oberlin is located in the community area of the Kendal at Oberlin retirement community. This unique location provides a diverse intergenerational environment for our children. The on-site location allows employee parents to visit children throughout the program day to observe care and learning experiences. Many of our Kendal community residents also have the opportunity to spend time interacting with the children in a variety of both planned and spontaneous intergenerational experiences. Children and residents benefit greatly from these special interactions.

Mission

It is our mission at Kendal's Early Learning Center to provide the families of on-site employees and families from the surrounding community with a high-quality educational program founded on Kendal's Quaker-based Values and Practices, which provides the following: a written, evidence-based comprehensive curriculum; diverse enrollment of all income levels from the local community; safe secure environment in an intergenerational setting; and a trained and experienced teaching staff.

Philosophy

Kendal at Oberlin's learning center's philosophy is to work as a team with families, teachers, and with the on-going support of Kendal community residents to provide a healthy, safe environment that nurtures the development and individual creativity of all the children in our care by:

- promoting physical, social, emotional, and cognitive development;
- enhancing the ability to communicate feelings and ideas along with encouraging positive interactions between staff, children, families, and residents;
- initiating the ability to make appropriate choices independently and to develop the ability to understand the consequences of decisions and actions; and,
- enhancing the ability to identify and set individual goals and to strive to complete them while showing the beginnings of time awareness.

History

Kendal's Early Learning Center opened in January 1994 and is licensed by the Ohio Department of Job and Family Services. KELC is a small intimate center serving two age groups. The facility has two groups, the Birds' and Giraffes'. KELC has been accredited by the *National Academy for the Education of Young Children* as a quality Early Learning Center since 1997 and follows NAEYC standards. In January 2008, KELC completed the assessment process and applied to the state of Ohio to become a quality star-rated center. In March 2008, we became one of Ohio's *Three-Star Centers*. After the state changed from a Three-Star to a Five-Star Rating System, KELC was the first in Lorain County to be awarded a Five-Star Rating in March 2014.

Kendal at Oberlin Administration

Chief Executive Officer: **Barbara Thomas**

Director of Human Resources & Operational Services: **Toni Merleno**

Director of KELC: **Jeni Hoover** (jehoover@kao.kendal.org)

Kendal's Early Learning Center Teaching Staff

Lead Teacher:

Lead Teacher: **Mary Balduff** (mbalduff@kao.kendal.org)

Assistant Teacher: **Robin Jones** (rljones@kao.kendal.org)

Assistant Teacher: **Karen Moore** (kmoore@kao.kendal.org)

Teacher Aide: **Emily Williams** (ewilliams@kao.kendal.org)

Teacher Aide: **Shuang Cao** (scao@kao.kendal.org)

Kendal at Oberlin Staff Policy on Conflict Of Interest

In the spirit of our mission, this policy exists to ensure that staff members, children and families are treated fairly and to contribute to an atmosphere of mutual respect and caring in the community.

For this reason:

- KELC staff work to maintain caring and professional relationships with families and co-workers, keeping their personal problems out of the daily operations of the Center;
- Staff keep all information regarding children and their families, whether knowledge is acquired directly or indirectly, confidential;
- Staff do not perform special services for families without prior authorization from the Director;
- Staff cannot be privately employed by a family; and,
- Staff does not accept gifts or gratuities from families.

Early Childhood Education Policy on Conflict Of Interest

KELC is a small center devoted to providing quality care and education to children who are enrolled in our program. Because we depend on parent tuition and other contributions to support our center, we do not promote children attending more than one preschool at a time. KELC will not assist with transportation if/when children are enrolled in our program and another preschool program at the same time.

Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are

deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov

Kendal at Oberlin is an equal opportunity provider.

Kendal Employees

Priority will be given to Center spaces requested by on-site employees who have completed their 90-day orientation period. Other participants in Kendal's Early Learning Center will be given two months' written notice if space is no longer available because the children of an on-site employee need the space in the Center. Names will be listed in the order of request when space is not immediately available in the age-group needed for a child in Kendal Early Learning Center. Priority will be given to those requesting full-time enrollment space.

Please notify the Director of any changes in registration information (change of an address, telephone number, etc.). Parent information will be updated annually. Priority for enrollment is as follows:

- Kendal Employees, who have completed their 90-day probationary period, will be given priority.
- First-come, first-serve. Names will be listed in order of request when space is not immediately available in the age group requested.
- Full-week vs. Part-week
- Length of service

Employee discounts are only available to children of Kendal Employees or children they have guardianship of and are not available to extended family members. Termination of employment may result in immediate loss of KELC services.

Procedure for Enrollment

Families who wish to obtain information or enroll a child at the Center should schedule an appointment with the Director. All required paperwork must be completed before a child can attend the Center and your child must be potty-trained before attending KELC and must be able to use the restroom without any assistance.

- Child must have a comprehensive health screening on file
(This must be in place within the first 30 days of service. Attendance may

not continue after 30 days without completed current comprehensive health screening and yearly thereafter.)

- Health Record/Emergency Transportation Authorization (updated yearly)
- Health Care Plans, Dietary Restriction/Medication Request Forms (when necessary & updated yearly).
- New Child Intake Sheets and Program Permission Slips (updated yearly)
- Proof of Health Care Insurance
- Proof of Custody
- USDA Food Income Verification and Enrollment (updated yearly)
- Kendal Permission for Assessment
- Tuition Express Paperwork Completed
- KELC staff request 2 photos of your child with friends/family and 1 photo by themselves to incorporate into the classroom prior to orientation
- Appropriate ASQ-3 for your child's age is on file within 60 days of enrollment
 - If needed referral will be made within 90 days of enrollment

Your child must be potty-trained before attending KELC and must be able to indicate on their own when they need to go to the bathroom and use the bathroom without any assistance. If your child has more than three accidents in a week, we will ask you to remove your child until he/she is completely potty-trained.

In order to protect all the children in our care and Kendal at Oberlin Residents, Kendal Early Learning Center will not enroll children without the immunizations or children who are under-immunized according to requirements by the Ohio Department of Health according to the child's age. If a child is exempted from these requirements for medical reasons, medical documentation is required. In addition, each child is required to receive a flu shot each year and have documentation in their KELC file by December 1st each year.

If there is an emergency and your child needs transported to the hospital KELC staff will call 9-1-1 and accompany them until you can arrive to the hospital. We do not accept children whose parents do not agree to their child being transported in an emergency.

Children with special needs are considered on an individual basis. Assessments may be provided through the use of various resource persons such as a psychologist or a speech therapist. Special needs children may be admitted if staff is adequately trained to support the child's needs. Staff must be able to continue to carry out their regular duties.

It is the school's policy to comply with all local, state and federal laws and in particular, the A.D.A. and Civil Rights Law for persons with disabilities. Children are accepted with disabilities within reasonable boundaries if it does not result in undue hardship for the staff and other children of the center.

Priority for enrollment is given first to Kendal employees, and then secondly to full-time families. Part-time families who enroll must understand that if a full-time family wants to enroll they will either be given the opportunity to bump to full-time themselves or be given written notice that we may not be able to serve their family.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Orientation Procedure

The orientation process usually takes about a week to collect all required paperwork, learn how to use the keypad to enter the classroom, and allow the child to visit the classroom and get acclimated prior to their first day.

An initial visit with the Director to:

- view Center and program;
- review enrollment procedures and completed paperwork; and,
- review Center policies and Parent Handbook with the Director

Parent/Child visit:

- a minimum of three morning visits (9:00am to 11:00am)
(On the last visit the parent leaves the child in the room by him- or herself for the visit.)

What Does Your Child Need at Kendal?

- Underwear, please label;
- Change of inside clothing;
- Blanket for nap;
- Appropriate outside clothing for the season;
- Swimming suit and hooded towel (Bi-weekly on Wednesdays)

Post-Enrollment and Orientation Procedure

After you and your family have been at KELC for 30, days we will send home a brief survey to get your feedback on the orientation process and how we can improve our practices. Additionally, every September we will send home the NAEYC parent survey to receive your feedback on how we can improve our program and maintain a quality Early Learning Center. Results are shared with parents and discussed in our January Parent meeting as to how your feedback led to planning new goals for the upcoming year. KELC welcomes feedback outside of these given times as we value your ideas.

Child Records

Each child's file including health and safety information is confidential but is immediately available upon request to: Administrators and teaching staff, the child's parents or legal guardians, and regulatory authorities such as ODJFS and Children's services.

Upon enrollment each family must sign a medical permission form if you would like us to share information with your child's pediatrician. In addition, if you would like them to be able to fax your child's shot records, this form must be signed as well.

If you need copies of your child's file or copies sent to another organization, KELC will need at least one week's notice and a completed "records sharing request form" given to the KELC director outlining the information you wish to be copied or shared with another organization. If a one-week notice is not given, we may not be able to give you the papers you are requesting by the time you need them.

Termination of Enrollment Policy

By Parent: A child may be withdrawn from the center at any time. Tuition adjustment is made for withdrawal with two weeks' written notice. Tuition adjustment is not made for absence or for withdrawal without notice. If a problem exists involving KELC's program, we ask that parents bring it to our attention promptly. KELC will make prompt, reasonable efforts to correct the problem.

By KELC: KELC may terminate your child's enrollment in the Preschool, effective immediately, if any of the following conditions arise:

- 1) In the judgment of the KELC Director, the child's behavior threatens the physical or mental health of other children in the Preschool.
- 2) In the judgment of the KELC Director, the Center's program does not meet the developmental or special needs of your child.
- 3) You fail to abide by the terms of the KELC Parent Handbook.
- 4) Tuition or other fees have been overdue for more than two months with no attempt made to reconcile the debt.

5) If exclusionary measures must be taken, KELC will assist the family in accessing services and an alternative placement if possible.

Scheduling Policy

As a parent or guardian of a child participating in the Kendal Early Learning program, please note the policy as follows:

- You must confirm in writing a regular schedule with the Director;
- Charges will be made for the arranged schedule commitment whether or not the child utilizes the program;
- No credits will be given for general absences or absences because of illness;
- No credits will be given for Kendal in-service, holidays, or emergency closings;
- Credits given for vacation days must be submitted to the KELC Director on the vacation request form 2 weeks in advance:

Vacation credits are as listed:

- Full-week children have two (2) full weeks' credit
- Part-week children do not receive vacation credits
- Changes in schedule commitment must be made with the director in advance and must be long term. Our program and staffing does not allow for too-frequent changes in weekly scheduling.
- Employees on extended medical leave may withdraw from the Early Learning Center for a period of no longer than one month without losing their spot. This must be submitted in writing to the Early Learning Center Director. (Not to be confused with short-term sick day occurrences.)
- Two weeks' written notice is necessary prior to withdrawing a child or prior to making a change in the arranged schedule commitment. Changes will be allowed only if space is available in the appropriate age group.
- Additional days can be added to the schedule only if adequate staff and/or child spaces are available. This must be approved by the Director in advance.

Arrival/Departure Policy

During arrival and departure parents may not leaving their car idling or leave keys visible in any of our parking areas. There is no exception. This is not only for the health/safety of other children but also the health/safety of our residents and community.

During your orientation visits KELC staff will show you how to use the ProCare Keypad to gain entrance to the classroom. Authorized parents, guardians, and family members enter the classroom via the ProCare keypad at the main door. Each designated person has their own code and is individual to that person. Please do not share your code with anyone. If for some reason your code is not working, or you are not sure how to use the keypad, please ring the doorbell for assistance.

Parents are required to bring their children into the classroom and to sign each child in on ProCare wall mount by the door. (Children should not be touching either the keypad on the door or the ProCare wall mount.) Any special messages, medications, special

pickup notes, etc., are to be given to the teacher at the time of your arrival. Children may not be dropped off at the entrance of the building or sent inside alone. Staff must be made aware of each child's presence before the parent departs. At the time of pick-up, parents are asked to contact their child's supervising staff member to ensure that staff is aware the child has been picked up. Parents are responsible for the supervision of their child before sign-in and after sign-out. Children will be released only to parents or to those persons designated by parents (18 years of age) in writing on the registration forms in the child's file.

When dropping off, parents can park in the staff parking lot or in the circle drive outside the KELC door. For health/safety reasons, never leave your car with the engine running while you are dropping off or picking up your child.

If a person designated by parents on the agreement form is picking up a child, parents should notify the staff giving care, so they know who is expected and the approximate time of arrival. Children will not be released to any person who is unable to furnish adequate identification.

If there is a special circumstance or emergency where it is necessary for a child to be released to a person who is not already designated on the Emergency form, parents must notify the Center. Again, the person designated by parents to whom the child may be released must provide identification upon request.

It is the parents' responsibility to notify the Director of any changes regarding the person(s) designated to whom a child may be released.

If a parent or other authorized person arrives at the center while intoxicated or in an impaired condition, staff will use their best judgment in determining if he/she is in a condition which may prevent them from safely caring for the child. Should it be determined that the person is in a condition that prevents them from safely caring for the child, staff will make alternative arrangements for the child to be picked-up, including, attempting to contact another person on the authorized child pick-up list. If no one on the pickup list is available or the person refuses to accept our policy, the Oberlin police will take responsibility of the child until they deem the party is responsible or find a safe alternative.

Kendal Early Learning Center closes promptly at 6:00pm. If a child is picked up later than 6:00pm, that parent will be liable for a late charge of \$1.00 a minute past closing.

Please contact the Director with any questions or concerns regarding our departure policy.

Ohio Electronic Child Care Families

Lorain County Jobs and Family Services families are responsible for sign their child in on the tablet in the main entrance area upon arrival and departure daily. KELC staff may not sign in for you. KELC reserves the right to deny services if:

- Your attendance is "denied" by the system, or,
- Other circumstances deemed necessary by the KELC Director.

If you receive a “denied” by the system while checking your child/children in or out your child/children may not stay at KELC until the situation is resolved and “approved”. If you leave without correcting the situation you will be charged \$35 a day for your child’s attendance until it is resolved.

If you have any questions you can contact the Caretaker Helpline at 1-888-796-4322.

Creative Curriculum

The Creative Curriculum approach believes that the early childhood years are the best opportunity to build a solid foundation for the children’s success in school and in life. Each aspect of a child’s development and learning is important and affects other areas. For example, the ability to express ideas and needs by using words (language development) influences a child’s ability to get along with others (social-emotional development) and to solve problems (cognitive development). The Creative Curriculum outlines objectives in all areas of development and learning as follows:

- Social-emotional: to manage emotions, follow limits and expectations, interact positively with peers, make friends, and participate cooperatively in a group;
- Physical: to increase movement skills (balancing, running, jumping); strengthen large-muscle skills (throwing, catching, and kicking); and to use the small muscles in their hands for tasks like buttoning, stringing beads, cutting, drawing, and writing;
- Language: to understand an increasing number of words, use language to express ideas, needs, and feelings; and engage in conversations with others;
- Cognitive: to develop positive approaches to learning such as persistence, curiosity, and flexible thinking; to remember and connect experiences; to use classification skills; and to think symbolically.

Through these activities KELC staff plan and arrange our classroom, select materials, and create the daily schedule. In conversations with the children, KELC seeks to support all aspects of your child’s development and learning.

(Information above taken from Parent’s Guide to Preschool on page 3.)

KELC also uses content standards that are aligned with Ohio’s Early Learning Standards. We welcome families to visit their child’s classroom. Together we can listen, talk, and play with the children in ways that encourage development and strengthen their skills.

Written weekly lesson plans are posted in each classroom and on our website. Listed on our lesson plans is how we are not only meeting the state standards with our activities in our classrooms, but also meeting our curriculum objectives as well. Lesson plans are based on a study approach where children are asked what they want to learn about a topic, what they already know, and then we build on information gained to create learning experiences in the classroom.

Family Partnership Meetings, ASQ-3, Referrals, and Assessments

The Kendal Early Learning Center staff will schedule semi-annual family partnership meetings, conferences, and we will prepare a short written developmental assessment

report using the Creative Curriculum format. Additionally, a written copy of the Vine Assessment Report will be kept in the child's file. Family partnership meetings will be held twice a year in the months of December and May. Parents will be emailed the dates and times available for meetings and can sign up for a time that works with your schedule. If there is a time outside the given times and dates that works better, please let us know and we will do our best to work with you as we understand schedules vary with each family.

Ages and Stages is a screening tool that KELC sends home at the time of enrollment for the parents to complete and return to KELC staff to review and score. We then send the ASQ-3 home to be completed on the appropriate time-line of 30, 33, 36, 42, 48, 54, and 60 months according to the child's age. These screenings are used to assist in showing improvement areas to focus in the classroom with your child's individual goals. All KELC staff have been trained how to score the ASQ-3 screenings and will review results with parents via email, conversation, and at family partnership meeting times or sooner if concerns need to be addressed.

KELC will also work with parents and families to refer children within their first 90 days of enrollment or when changes in a child's development occur, and we feel they may benefit from assistance outside of KELC. By keeping constant communication for awareness of a child's consistently scoring low in the same areas over time, they may benefit from a referral to local offered educational services. All documentation such as ASQ-3 scores, Vine Assessments, observations in the classroom and at home by parents will all be discussed and communicated so that we are providing the best learning environment we can at KELC and at home. Together with families we may refer you to speak with your child's pediatrician for further follow-up on what he/she feels would be the best resource to assist your child to improve their skills and abilities. In addition, KELC can also assist by making referrals for assistance in speech, language, behavior, and vision support with Help Me Grow, Ohio Job and Family Services, Lorain County Health Department, Applewood, Guidestone, and Easter Seals.

KELC uses both informal and formal evidence-based assessments in the classroom. Our formal assessment tool is the Vine Assessment which is an online assessment program aligned with birth through kindergarten Creative Curriculum objectives. Parents can log into the LifeCubby app or on-line and view their child's progress at any time and to add additional information as well. Through this system you can also ask your child's teacher questions about your child's development or their documentation. Teachers use informal assessments tools such as information gathered from observations, pictures, interactions, conversations, and work samples to document children's progress and growth. All assessment information is used to ensure children enter kindergarten with the knowledge, skills, and abilities to succeed. Assessment, both formal and informal, is used to track progress, plan each child's individual goals, inform planning, and overall program improvements. Assessment progress reports are shared twice a year at family partnership meetings.

Child portfolios are kept for each child enrolled both electronically and a hardcopy in the teacher area. Electronic portfolios are on LifeCubby and contain daily observations and

Vine assessment notes taken by teaching staff. The hard copy is a 3-ring binder that contains ASQ-3 results, family partnership meeting reports, and any other information teaching staff feel are relevant to document growth in your child. Child portfolios are a collection of data such as daily observation notes, work samples, and other information gathered on your child during their time at KELC. This information is gathered and used to document your child's progress and growth using LifeCubby's Vine Assessment.

Classroom and program assessments are done every December using the Environmental Rating Scales and the Program Administration Scales. These results in addition to the Parent/Staff Surveys are used to create a continuous improvement plan for KELC. In addition, information gathered is grouped with results from formal observations of teaching staff to create ongoing professional development plans and performance management program goals for KELC staff, coinciding with the continuous improvement plan for the KELC program.

Family Partnerships: Visitation and Participation Policy

KELC understands that parents/families are their child's first educators. Our staff wants to form relationships and partner with parents/families to promote a cohesive, family-type unit in which parents and staff work together to provide a consistent, loving environment.

Any custodial parent or guardian of a child enrolled has unlimited access to the Center during the hours of operation for the purposes of contacting their child(ren) or evaluating the care or the premises. A parent of a child enrolled at the Center who is not the child's residential parent shall also be permitted access unless there is court documentation limiting access and conditions of the non-residential parent. Legal documentation of special custody arrangement must be on file at the Center when a child is enrolled. (The residential parent/guardian will have the authority to decide who can and cannot pick up or drop off the child from KELC.)

Parents are encouraged to participate whenever possible in the activities on or off our campus. They may wish to attend field trips, class parties, special luncheons, or simply stop in to join the daily fun. (Teachers are available to discuss a child's progress or needs at any time.) However, due to staff responsibilities and schedules, parents are asked to make appointments with staff when it is necessary to engage in any lengthy conversations. Teachers want to be able to focus on you and your child at these times.

KELC uses the Strengthening Families Program as our formal model to enhance family engagement strategies. The five protective factors in the Strengthening Families model are parental resilience, social connections, knowledge of parenting and Child Development, concrete support in times of need, and social-emotional competence of children. Protective factors are conditions or attributes of individuals, families, communities or the larger society that reduce or eliminate risk. We believe that parents, caregivers, KELC staff, and community members can each benefit from learning about and using the Strengthening Families in their efforts to ensure that children and families are on a path that leads to healthy development and well-being.

Additionally, every September we will send home a copy of the NAEYC parent survey to receive your feedback on how we can improve our program and maintain a quality Early Learning Center. Results are shared with parents and discussed in our January Parent meeting as to how your feedback led to planning new goals for the upcoming year. KELC welcomes feedback outside of these given times as we value your ideas. Parent meetings are held every January and August with child care provided. Kendal also hosts family events during holidays and the “Week of the Young Child” every April. Monthly calendars, emails, and newsletters will include this information, and we hope you are able to attend.

Staff-Teacher Relationships with Families of Kendal Early Learning Center:

To ensure we provide a top-quality educational experience to our Early Learning Center children while maintaining professionalism in staff member/parent relationships; staff members are expected to maintain a respectful and professional relationship with Early Learning Center parents, keeping information concerning issues of health, behavior, finances and personal matters confidential.

Any personal information regarding Early Learning Center children and their parents, whether your knowledge is direct or indirect, must remain completely confidential.

Although we recognize that relationships sometimes move into personal areas, Early Learning Center children’s parents should not be overburdened by our staff members’ personal problems, and it is inappropriate to share these with the children’s parents. You are not permitted to perform special services for Early Learning Center parents without prior authorization from your supervisor.

You cannot be privately employed by an Early Learning Center child’s parent. You are not permitted to operate Early Learning Center parents’ vehicles or transport Early Learning Center children in your own vehicle during working hours without the Early Learning Center Director’s and parent’s permission.

Communication

Communication is very important to KELC, partnering with you to educate your child to the best of our ability. Our teachers will communicate with you about your child via email, text, dry erase boards on classroom doors, monthly newsletters, monthly calendars, and verbally during drop-off and pick-up. If you feel the need to schedule a meeting, please let your child’s teacher know and we will meet with you to discuss your concerns. Additionally, monthly newsletters and calendars go out highlighting activities, special events, and upcoming field trips. Daily Schedules are posted. Please check the center’s Parent Information Boards in the entrance corridor for information and picture displays of on-going daily programming. Special postings are always displayed on the Parent Information Board area, and parent reminders are often emailed. KELC also has a parent roster if parents or guardians want to receive contact information for other parents or guardians with children attending KELC.

If your child is going to miss school or someone new is picking them up, please call the Center and let us know as soon as possible at 440-775-9815. Do not email this information if it is “the day of” as emails are often not checked until the afternoon.

Parent Concerns & Procedure for Resolving Concerns

If parents have concerns or questions at any time, it is recommended that the following process procedure be used until an answer or solution is found:

- Your child's Teacher
- KELC Director
- Director of Human Resources & Operational Services

Please feel free to bring concerns to us when they occur. Often, they can be addressed when they are little problems before they grow into bigger problems. Staff fully realizes you trust us with your little ones, and we want our relationship to be a good one.

If concerns regarding your child or KELC develop, please make an appointment with your child's teacher. If concerns are not resolved at that level within a reasonable length of time, parents are encouraged to contact the Director to discuss these concerns. If concerns are not resolved at that level within a reasonable length of time, parents are encouraged to contact the Director of Human Resources and Operational Services to discuss the situation.

A toll-free telephone number is listed on the facility's license and may be used to report a suspected violation of the licensing law or administrative rules. The licensing law and rules governing childcare are available for review at the facility upon request. The licensing report including compliance report forms, complaint investigation reports, and evaluation forms from the building and fire departments are available for review upon request from the Ohio Department of Job and Family Services, Cleveland District Office.

Fees, Vacation Credits, Leaves of Absence and Late Fees

Payments are collected through Tuition Express according to your scheduled tuition and the date you have elected for funds to be removed from your account. When enrolling, if you are paying with a check, please make your check out to Kendal at Oberlin and in the "memo" section write "KELC".

Fees will be reviewed annually, and a one-month written notice will be given before any fee increases are implemented. Kendal employees receive a discounted rate. Upon enrollment there is a \$45 registration fee. Fee Schedule and Rate Sheets are available from the KELC Director. Charges will be made for every arranged scheduling commitment whether the child utilizes the program. This is required to maintain a child's enrollment in KELC. No credits will be given for absences or absences due to illnesses. No credits will be given for the eight (8) KELC holidays or scheduled closings due to weather or teacher in-service if they are part of your child's schedule commitment.

Clients are billed bi-weekly. There are 26 billing cycles per year. Payment is due the Monday of every cycle. If payments are not received on Monday, then a \$20 late fee will be applied to your account. It is the responsibility of the family to make scheduled payments. Failure to make payments will result in the child's removal from the program.

Full-time families receive two (2) weeks' vacation credits once they have been at KELC for 30 days. It is the family's responsibility to give the KELC Director two (2) weeks'

advance notice in order to receive any vacation credits. Vacation credits are per calendar year and all vacation leaves or leaves of absence must be paid as if your child was in attendance once vacation credits have been exhausted. For full-time families that enroll after June 30th or leave before June 30th, you will receive a pro-rated vacation time of one (1) week. Families that withdraw their child prior to June 30th will also receive a pro-rated vacation time of one (1) week. Part-time families do not receive any vacation credits. If you remove your child from the KELC program for an extended length of more than five (5) weeks' time and plan on returning at a later date, you are expected to pay your normal scheduled payment for when your child returns to hold and ensure your child's place in the program. If a full-time family uses an extended leave for longer than 5 weeks their 2 weeks' vacation will be included in the leave and will not be credited at another time. (Please see a staff member for the form to complete when your child will not be attendance for a leave of absence.)

A late pick-up charge of \$1.00 per minute will be due after a parent is late at closing. The Center closes promptly at 6:00pm.

Employee Discount

Employees can have their early learning fees deducted directly from their paychecks. This arrangement is made at the time of enrollment. Employees can also use a flexible spending account through payroll deduction to save pre-tax dollars bi-weekly up to the amount of their year-end early learning tax credit.

Calendar and Hours of Operation

Kendal Early Learning Center is open Monday through Friday from 6:30 a.m. to 6 p.m. except for the following Holidays:

New Year's Day	Memorial Day
Fourth of July	Labor Day
Thanksgiving	Christmas Eve
Christmas Day	Floating Holiday (date to be announced in advance)

Kendal Early Learning Center will be closed on the first Friday in April, August and November each year for critical repairs and deep cleaning of the Center. Teachers use this time to prepare for bi-annual parent-family partnership meetings and orientation at the beginning of the school year.

Emergency Center Closing

During weather conditions in which local Lorain County schools are closed, parents are advised to keep their children at home. The Kendal Early Learning Center will remain open for employee/parents who need emergency services. Kendal does not, however, advise parents to put their children at risk by transporting them in hazardous conditions.

KELC will be closed if we are without water, heat, or electricity or if we are experiencing any type of area-wide threatening conditions. If the Center is closed, parents will be notified by phone and/or public announcement on channel Fox 8. Messages will also be sent via the "Remind" App.

Guidance and Management Policy

KELC utilizes Conscious Discipline in addition to Creative Curriculum in order to address the social and emotional development of children.

Conscious Discipline© is a comprehensive self-regulation program that integrates social-emotional learning into classroom management. It is a social emotional curriculum based on current brain research, child development information, and developmentally appropriate practices. It has been specifically designed to make changes in the behaviors and responses of teachers first. Teachers in turn will then affect the behaviors of their students. Teachers are empowered with the Seven Powers for Self-Control:

- Perception- No one can make you angry without your permission.
- Attention - What you focus on, you get more of.
- Unity- We are all in this together.
- Free will- The only person you can make change is yourself.
- Acceptance- The moment is as it is.
- Love- See the best in others.
- Intention- Mistakes are opportunities to learn.

These powers allow teachers to draw from within themselves to become proactive instead of reactive during moments of conflict. Teachers are to stay in control of themselves and positively influence children. Self-regulation is not pretending to be calm in difficult moments. Self-control is the ability to reach out and empathize with others; to accept and celebrate differences; to communicate feelings directly; resolve conflicts in constructive ways; and to enjoy becoming a contributing member of a community. If a teaching staff member cannot stay in control of themselves or needs a few minutes out of the classroom to regroup it is perfectly acceptable. Prior before doing so the staff member needs to let the other staff know they are taking a few minutes prior to leaving the classroom.

Conscious Discipline© uses your daily conflicts to teach conflict resolution, social skills, character development and self-control. This program creates change from the inside out. As teachers change their attitudes and behaviors, so will children. From the Seven Powers for Self-Control© emerge the Seven Basic Skills of Discipline©. These are the skills a teacher needs to constructively respond to any conflict in the classroom.

Conscious Discipline uses a multidisciplinary approach to address behavior. The Conscious Discipline Brain State Model provides us a framework for increasing our self-awareness, so we can respond consciously to the needs of the moment.

- **The Survival state**, located in the brain stem, is triggered when we feel threatened. The skills of the survival state are flight, fight or surrender. The survival state needs safety.
- **The Emotional state**, located in the limbic system is triggered when things do not go our way. We cannot see things from other's point of view. It is all about "Me". The emotional state needs connection.
- **The Executive state**, located in our pre-frontal lobe, acts as the CEO of the

brain. We can access our brilliance in this state. It is the optimal state for problem-solving and learning.

http://consciousdiscipline.com/about/brain_state_model.asp

Children need to feel safe and connected in order to problem solve. Connections are made through eye contact, touch, total presence and playfulness. In order for any behavioral support plan to be effective, teaching staff must connect with the child.

The Conscious Discipline skills are used daily throughout all routines and with all children:

- **Composure-** “Composure is self-regulation in action. It is the prerequisite skill adults need before disciplining children.” It involves the teaching and daily use of stress reduction activities, helping children identify their feelings and express them appropriately. Teaching staff also need to learn and model these skills to the children in the classroom. These strategies include use of breathing techniques, use of the safekeeper ritual and use of the safe space.
- **Assertiveness-** “Assertiveness is clear, vigilant communication that focuses children’s attention on what we want them to do. It is essential for setting effective and respectful limits.” Teaching staff demonstrate this by modeling and encouraging children to make requests and talk about what they would like using “I statements.”
- **Encouragement-** “Encouraging children to help others creates a sense of belonging in which the intrinsic desire to be of service outshines attention-seeking behaviors.” Encouragement helps children develop a sense of classroom community through the use of classroom rituals and routines (Wish You Well Board, Job chart, kindness board).
- **Choices-** “Internally motivated choices bathe the brain in helpful chemicals that foster an optimistic “I can” attitude, increase compliance, enhance decision-making and focus attention.” Choices help build self-esteem and will power. Children are given choices throughout the day (what area they want to play in, what job they would like, etc.) Allowing children to make positive choices helps them develop autonomy and reduces power struggles.
- **Empathy-** “Empathy teaches emotional regulation, integrating the brain so children can take personal responsibility for their actions.” Empathy teaches compassion and helps children accept and process their feelings as well as to see the world from others’ perspective. It helps children develop self-control and to access their executive skills. The physical structure for empathy is the We Care bag. Teaching staff demonstrate empathy by using statements which are non-judgmental, employing active listening skills, and helping children identify and express their emotions.
- **Positive Intent-** Positive intent helps children and teaching staff see the best in themselves and each other. This is done in the classroom by attributing positive intent to the behaviors they see in the classroom and responding accordingly. It also involves setting limits and teaching assertiveness.
- **Consequences-** “Consequences teach children to examine their behavior, reflect on the impact of their choices and make changes until they reach their

highest goals.” Consequences teach children cause and effect relationships. They help children reflect on their choices and motivate them to make changes and be responsible in their behavior. Rewards and punishment rely on judgment but consequences rely on reflection and motivate a child to use skills they already have or to learn new strategies. The teaching staff will help children understand the choices they can make in situations and the natural or imposed consequences that will come from the choice they make. This will help them learn self-control.

As children are learning to manage their emotions, there may be times of frustration. When a child is frustrated and needs help calming down teaching staff will use positive intent language and remind the child that the safe place is a good place to go when frustrated. They will help the child choose a calming technique (S.T.A.R., Balloon, Drain or Pretzel) and help them to choose the feeling they are having (use the Feelings Chart) and give them a choice of something to do to calm (draw, talk to someone, I Love You Ritual, read a book). After the child is calm, he/she will be able to problem solve with the child. Teaching staff will use LifeCubby, notes home, or daily conversations to communicate with parents about what happened during the day.

Allowable Discipline Techniques:

The following techniques or practices may be used by all KELC staff members as a means to guide or discipline children. Conscious Discipline techniques or practices used shall be developmentally appropriate, consistent and shall occur at the time of the incident.

- Setting clear limits.
- Redirecting to an appropriate activity.
- Showing positive alternatives.
- Modeling the desired behavior.
- Reinforcing the appropriate behavior.
- Encouraging children to control their own behavior, cooperate with others and solve problems by talking.
- Separation from the situation, if used, shall last no more than one minute per each year of the child’s age. Upon the child’s return to the activity, the provider shall review the reason for the separation and discuss the expected behavior with the child.

Staff shall never:

- Abuse, endanger or neglect children, including shaking a child.
- Utilize cruel, harsh, unusual, or extreme techniques.
- Utilize any form of corporal punishment.
- Delegate children to manage or discipline other children.
- Use any type of physical restraints on a child.
- Restrain a child by any means other than holding children for a short period of time, such as in a protective hug, so that the children may regain control.
- Prone restraint of a child is prohibited. Prone restraint is defined as all items or measures used to limit or control the movement or normal functioning of any portion, or all of a child’s body while the child is in a face-down position.

- Prone restraint includes physical or mechanical restraint.
- Place children in a locked room or confine children in any enclosed area.
- Confine children to equipment.
- Humiliate, threaten, or frighten children.
- Subject children to profane language, or verbal abuse.
- Make derogatory or sarcastic remarks about children or their families including but not limited to cultures, nationalities, race, religion or beliefs.
- Punish children for failure to eat or sleep, or for toileting accidents.
- Withhold any food (including snacks and treats), beverage or water, rest or toilet use.
- Punish an entire group of children due to the unacceptable behavior or one or a few.
- Isolate and restrict children from any or all activities for an extended period of time.

KELC Staff Teachers never use any sort of physical punishment, nor do they engage in psychological abuse, coercion, or withhold or threaten to withhold food as a form of discipline.

- Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.
- Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection.
- Examples of coercion: Rough handling (shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).

There are no circumstances when it is permissible for staff to use any form of physical punishment, psychological abuse, or coercion when disciplining a child.

All children display challenging behavior at some time appropriate to their development. When specific challenging behavior is ongoing or is harmful to themselves or others then KELC staff shall respond to the individual challenging behavior by following our challenging behavior policy and procedures:

Responding to Individual Challenging Behavior

Teaching staff will use a Tiered Intervention approach when responding to individual challenging behavior. Creating a school family by implementing the strategies of Conscious Discipline including but not limited to: Safekeeper, Job Board, School Family Rituals, Composure and Positive Intent is the first tier of support for all children.

Some children will need more support and teaching staff will need to use Tier 2 Targeted Connections. In this step, teaching staff will need to consider their interactions and how safe and connected the child feels. They will do this by completing observations and gathering information from fellow teaching staff, supervisor, and parents. The Request for Support Form will ask teachers to describe the behavior that is occurring and think about what brain state the child may be in when displaying the behavior. It will also ask the teacher to describe what Conscious Discipline skills were used in the framework of the brain states. When we consciously respond to the child's brain state we meet the need in the moment.

The Request for Support Form is sent to the KELC Director. The Lead Teacher or KELC Director will complete an observation and fill out the Tier 2 Targeted Connections Intervention Plan. The KELC Director, parents, and teaching team will agree on strategies to implement for 2 weeks. A copy of the plan will also be given to the child's parents and ensure they are onboard to partner with KELC staff. At the end of 2 weeks they will meet again to complete the follow up plan. They will either keep the plan in place or change strategies to try for another 2 weeks or request additional help. Documentation will be kept on the plan and sent to a Third Party if plans are not working for further assistance.

Tier 3 is if additional support is needed the KELC Director will contact a Mental Health/Social Services Specialist for further support in the classroom. The parent/s must be a part of the team when completing a functional behavioral assessment and Behavior Support Plan.

This policy complies with federal and state civil rights laws

Tier 1 Creating the School Family

If fully implementing strategies and still concerned then...

- **Teaching Staff Role-** Create a safe classroom environment using DAP and maintaining basic classroom management skills. Fully implement Safekeeper, Job Board, School Family Rituals, Composure, Positive Intent
- **Supervisor Role-** Provide support and ensure full implementation of teaching staff roles. Provide support to new staff in study group with implementation of School Family rituals, Composure and Positive Intent.

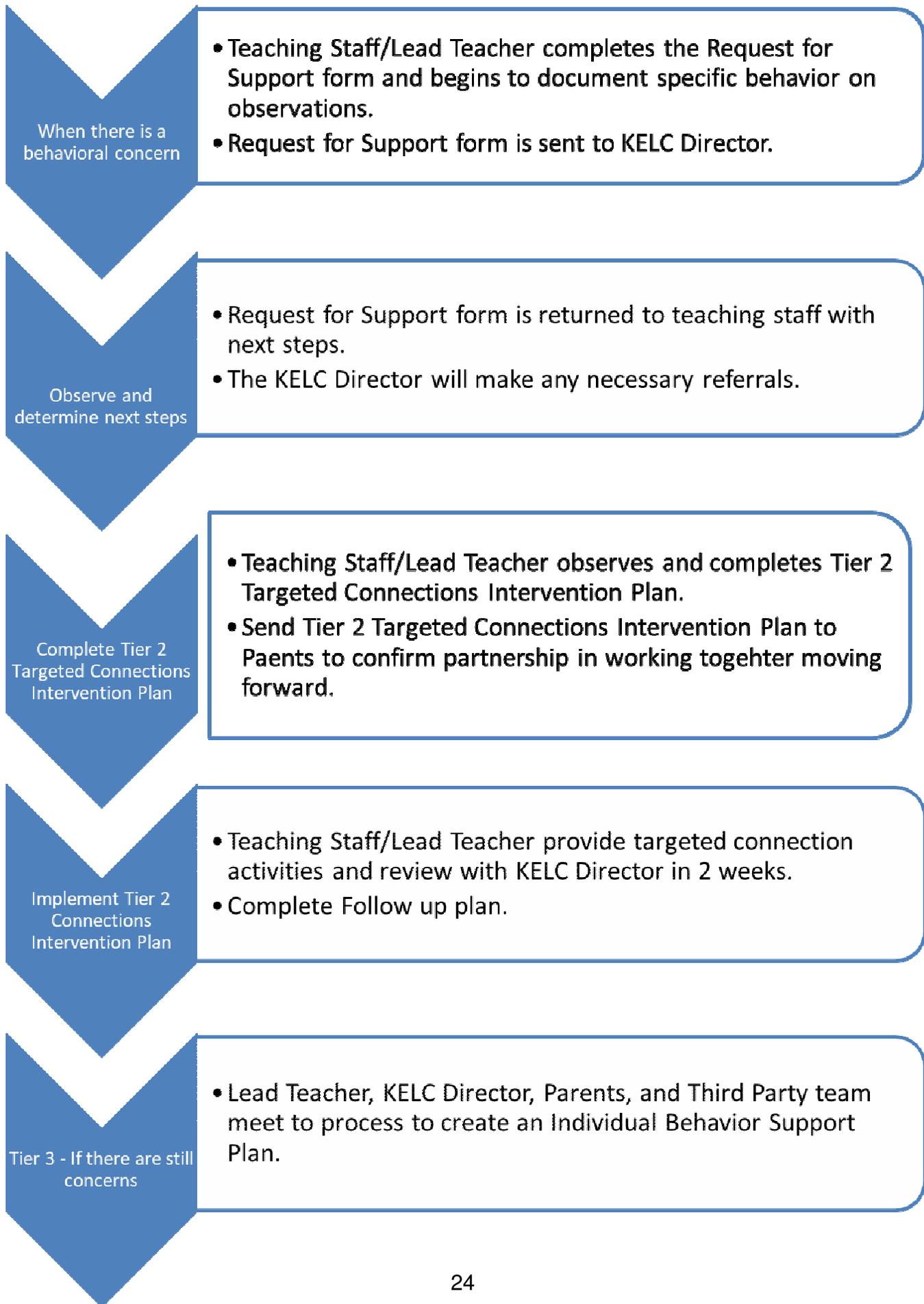
Tier 2 Targeted Connections

If fully implementing strategies and still concerned then...

- **Teaching Staff Role-** Provide additional ways to help children feel safe, connected and able to problem solve. Implement strategies from the Tier 2 plan .
- **Supervisor Role-** Provide support to teaching staff, contact Child Development Advocate. Complete Tier 2 Targeted Connections plan. Provide assistance in the implementation of the Tier 2 plan including providing training and materials..

Tier 3 Intensive Interventions

- **Teaching Staff Role-** Focus on developing a strong connection with the child and ways to help the child feel safe, participate in team process to determine how we can help the child to be successful. Implement the behavior support plan.
- **Supervisor Role-** Provide support to teaching staff by helping them reflect on the connections they have with the child, participate in team process to determine how we can help the child to be successful. KELC Director will contact a third party to assist in leading the team through a process to determine how we can help the child to be successful including completing a functional behavioral analysis and developing a behavior support plan.



Mandated Child Abuse Reporters

All KELC staff members are considered *mandated reporters* and are required by law to report if they suspect or know that child abuse is occurring. No staff member is required to report suspected child abuse to their Kendal supervisor before reporting. Identities of individuals reporting suspected child abuse are kept confidential. To report a case of suspected child abuse call 1-800-Children. In Lorain County call Children's Services at 1-440-329-5340.

Kendal at Oberlin reserves the right to determine appropriate progressive counseling, including job separation, for any and all violations of its policies, procedures, and core values including Verbal, mental, physical or sexual abuse of another person. The term "person" includes residents, staff, and children enrolled in KELC.

Staff who report suspicions of child abuse/neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm.

Intergenerational Programming

Intergenerational programming is a vital element of our Kendal learning program. The philosophy that children and older adults benefit by having the opportunity to relate to each other is a key focus of our daily programming. Our intergenerational program allows children and residents to interact on several different levels.

It is KELC's vision to unite generations with relationships having lasting positive effects on the lives of their children and residents. This will be accomplished using our educational curriculum which focuses on the needs and interests of each child and on the interests and talents of each resident according to Kendal's person-centered philosophy.

Intergenerational experiences are planned weekly in cooperation with the Creative Arts Therapy Department. Our main goal during these activities is to build relationships that focus on respect for all generations and to spark that teachable moment and memory for both the child and resident.

Kendal residents often enrich our daily program in a variety of ways by volunteering to read stories, play games, and to assist children with on-going projects and field trips.

Through intergenerational experiences, children in our Center develop an understanding of the aging process and experience the true meaning of an extended family and community.

Any questions regarding Kendal's program should be addressed to the Director.

Photography of Stephens Care Center Residents at Kendal at Oberlin

Kendal at Oberlin values our residents' right to privacy. As a Medicare-certified and licensed Nursing Home and a licensed Residential Care Facility (Assisted Living), Kendal's Stephens Care Center (SCC) is also required to protect each SCC resident's privacy under Federal Privacy Rules and Regulations under HIPAA (Health Insurance

Portability and Accountability Act). To honor our residents and regulatory requirements, photography of Stephens Care Center residents is strictly prohibited, as well as the texting of such pictures and the posting of such pictures on the internet or any social media site.

Only Kendal Early Learning Center staff members are authorized to take such pictures, and only when they know the resident and/or the resident's power of attorney has granted permission. All others are prohibited.

We understand this may cause frustration because capturing a picture of a child with a Kendal elder preserves a precious moment in time. We thank you for your understanding that the privacy of our residents is of greater importance and is required by Federal law.

If there are any questions or concerns, please contact Kendal at Oberlin's HIPAA Privacy Officer at 440-775-9811.

Transition Policy

Parents transitioning into the program must make three orientation visits between 9:00am and 11am. Two visits happen where parent(s) stay with their child, and the last visit where they drop off their child and return to pick up him/her. During the first visit we will go over paperwork while your child gets acclimated to the Center.

Children transitioning between classrooms will be notified in writing one month in advance when a child will be transitioning into a new age group. Transition letters will explain the following:

- upcoming rate changes (noted on statements);
- the developmental programming changes that will be taking place; and,
- the specific time-line for this transition period.

Transition periods will be two weeks in length. Parents will be asked to meet with the child's new teacher to prepare for this transition. The ODJFS transition form will be used.

Transitions in the Classroom

Classroom transitions are used in assisting children to know what is coming next and when. Children are given verbal cues, picture cues, and auditory cues as to when we will be transitioning to a different activity. We also use Creative Curriculum "Mighty Minutes" as transition activities to do with children to make transitions easy and fun.

Transitions between activities can be challenging and stressful for children particularly in a preschool setting. For young children especially, waiting for others to finish an activity, or getting ready to move from one activity to the next, can cause them to feel an array of emotions such as unprepared, stressed, sad, or confused. Transition activities can have a calming effect on children and are commonly used in our classroom on a daily basis. For example, when children are moving from a noisy or energetic activity to a quiet one, creating a sense of calm can be very important; music is one type of activity that can calm using slow or soft tones or beats in music. KELC teaching staff members get to know each child and their individual needs by gathering observations and

interacting with children. This allows them to plan individual transitions for children who may find a particular time of the day challenging, need peer support to find comfort, or assist a child to manage change in a positive manner.

Transitioning and Preparing Children for Kindergarten

All information we receive from surrounding school districts concerning the Kindergarten screening and registration process are passed on to families.

The sit-down family partnership meetings play a major role for assisting families to ensure their child is on track for kindergarten success. Parents are given copies of their child's progress and set goals for their child together in these sit-down meetings. Assessment information is also shared as well as Kindergarten Guidelines for Families. As the time approaches for your child to enter kindergarten, conversations with families are held explaining the importance of visiting the child's school, classroom, and teacher. These are essential for a smooth transition into new surroundings. Parents are also given information and advised to seek out local programs such as Safety Town and Kindergarten Parent/Child Teas (examples from our local school district) as necessary activities for parents and children to attend in order to feel comfortable with their new surroundings.

Kendal is a small center with an average of five to six children leaving for school every year, often with three different school districts represented. It is our responsibility to impress upon each parent the importance of making a relationship with their child's school long before the first day. We provide parents yearly with information concerning local school districts enrollment policies and procedures.

At the May family partnership meeting before your child goes to Kindergarten, parents:

- are requested to confirm their summer schedules before leaving for Kindergarten;
- are to confirm the school district where their child is registered for school; and,
- are asked to submit in writing when his/her child's last day at KELC will be.
- The "Traveling to Kindergarten" will be completed and given to parents to take to their child's Kindergarten teacher.
- Child report is printed from Gold Online Assessments to give to your child's Kindergarten teacher.

We encourage parents to plan for their school-age care before the child starts Kindergarten so the child's transition into school is less stressful.

Children leaving KELC for Kindergarten are always recognized with a Graduation Party in the month of June. All children who have been part of the preschool during the current year are invited to our little graduation party, even if they are not attending during the summer session.

Eastwood School starts enrolling children in the spring each year and requires the following:

1. Registration Packet - physical, health history, and proof of residency forms;
2. Birth Certificate;

3. Immunization Record;
4. Proof of Residency – Form included in registration packet.

You may also contact Eastwood at (440) 775-3473 with any questions you may have about your child going to Kindergarten.

If you need further information on your child's school district outside of Oberlin and when registration is open you can call 2-1-1 and they can give you further information. In addition you can look on your school district's website.

What you can do at home to help your child transition successfully:

- Talk to your child about the upcoming transitions.
- Find out what they are feeling about their upcoming transition.
- Visit their new school and walk around with your child.
- Put your child to bed and get them up at the new times for two weeks before school starts.
- Help your child memorize their full name, address, and phone number as well as your names.

KELC Classroom Schedules

6:30 - 8:00 Arrival - free play

8:00 - 8:30 Breakfast, bathroom breaks, etc.

AM Programming

9:00 - 9:20 Large Group

9:20 - 10:45 Choice Time & Small Group Activity

10:45 - 11:00 Clean-up / Read Aloud / Bathroom

11:00 - 11:30 Outside - large muscle activity

11:30 - 11:45 Music, wash for lunch

11:45 - 12:30 **Lunch**, bathroom breaks, book time on cots

PM Programming

12:30 - 2:30 Naps (staff breaks and daily planning)

2:30 - 3:00 Snack

3:00 - 3:20 Large Group

3:20 - 4:45 Choice Time & Small Group Activity

4:45 - 5:15 Clean-up / Read Aloud / Bathroom

5:15 - 6:00 Outside activities (weather permitting)

Laundry

All sheets and blankets are laundered, and cots are disinfected every Friday. Swimsuit and towels are sent home after swimming every other Wednesday.

Napping & Resting

Before nap children brush their teeth with a toothbrush that is provided by KELC and switched out every 3 months. Generally, nap time is 12:30-2:30pm. This may vary based on how long it takes children to clean up after lunch or if we have had a field trip that morning. Children who do not sleep will be offered books or an activity to do on their cot at 1:30pm daily. Teachers do reserve the right to not give or take away books to children who are not behaving. During nap time children are expected to lay quietly on their cots and are not required to sleep. Small travel pillows can be brought in if they are small and do not hinder the cots from stacking. Any additional stuffed animals or other nap time items are not permitted as they hinder our cots from stacking properly and can lead to the spread of germs or a safety hazard.

Nutritional Services – we are a “nut free” classroom due to severe allergies.

KELC provides a variety of foods, both store bought and homemade, that may be new or familiar foods which broaden each child’s food experience. Children will be provided breakfast, lunch and a snack from Kendal at Oberlin’s Dining Services. Lunches are on a five-week rotating cycle while breakfast and snacks are on a two-week rotation.

- Breakfast 8:00am – 8:30am
- Lunch 11:30am - 12:00pm
- Snack 2:30pm - 3:00pm

No breakfast will be served after 8:30am.

Meals will be served family style. This helps children develop self-help skills and appropriate table manners. Additionally, by allowing children to make some of their own food choices, they are often encouraged to attempt new and healthy food choices. Mealtime is used as an opportunity to teach nutrition and/or food concepts. Teachers also engage in social interaction and conversations with children about concepts of color, quantity and temperature of food. KELC teachers also remind children that when their bellies feel full, they should stop eating.

We do not offer high fat meats like sausage, bacon, or bologna. High fiber and whole grain foods are offered at least two times a day. In addition, at least half of the grains served at KELC are whole grains. Soda, sweets and candy are never served at the Center.

Snacks served will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as a primary snack and water as the primary beverage.

Food is never withheld or threatened to be withheld as a form of discipline.

Due to classroom allergies we are a “nut free” classroom. If a child has special dietary needs, please include this information on the registration forms and inform the staff during the initial orientation visit. Every effort will be made to accommodate special dietary needs. All special diets must be documented on an ODJFS request for medication form signed by a physician. If we cannot accommodate your child’s special

diet you will be asked to bring in supplements that meet our Child and Adult Care Food Program (CACFP) standards to be a “creditable” food. If foods brought in from home do not meet CACFP program standards to be “creditable,” then a doctor’s order must be signed on the CACFP form as well.

We make drinking water freely available, so children can serve themselves both inside and outdoors.

For allergy purposes, food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers with the ingredients clearly visible on packaging.

The following nuts or food made with the following nuts is prohibited in our classroom:

Almond	Beechnut	Brazil nut
Bush nut	Butternut	Cashew
Chestnut	Coconut*	Filbert
Ginko nut	Hazelnut	Hickory nut
Lichee nut	Macadamia nut	Nangai nut
Pecan	Pine nut	Pistachio
Shea nut	Walnut	

Weekly menus are posted on the Parent Information Board, KELC website, and in the classrooms.

The Kendal Early Learning Center is a sponsor of the Child and Adult Care Food Program. The Center receives federal dollars toward the cost of meals and snacks served. These meals must meet federal nutritional guidelines. The CACFP meal pattern varies according to age and types of meal served. Meal reimbursement is based as follows:

- the number of meals served to each enrolled child;
- the number of children enrolled for care in the free, reduced price, or paid category; and,
- the assigned rate for breakfast, lunch, or snack meals.

In addition, we provide visible support for good nutrition in classrooms and common areas through use of posters, pictures, and displayed books.

KELC will make every attempt to provide healthy alternatives for children with special feeding needs or severe allergies. KELC will document the type and quantity of the foods given to the children and this information is provided to families daily via LifeCubby. If we cannot provide alternatives you may be asked to pack a breakfast, lunch or snack for your child that is brought from home daily. Please keep in mind that the food you may bring from home still needs to meet the nutritional requirements from the Child and Adult Care Food Program offered by the USDA.

Our weekly menus are posted on LifeCubby weekly and available for you to view. If there is an alternative that is served instead of what is on our menu we will document, it on LifeCubby for your knowledge daily. If your child’s diet requires an alternative, we will also include documentation of this via LifeCubby through our child’s daily sheet.

Birthday Celebrations

No nut products, candy, soda, cookies, or sweets are to be brought into the Center for birthday celebrations. We ask that your child can bring something from home to share for their birthday with their friends such as a favorite book to donate to our classroom.

If you are passing out birthday party invitations at KELC, you must invite everyone. For those that only want to invite a few children out of the entire class, you may look at our Parent Roster to gain information to send an invitation to the individual child's home. We appreciate your cooperation in helping us to reduce negative emotional feelings that are often involved when not everyone is included.

Preventative Practices

The Center shall implement the following practices for the management of communicable disease on a daily basis:

- The Center will provide training for all Center staff in hand-washing and disinfecting procedures prior to working with children.
- The Center shall send Center staff home who have a communicable disease or who are unable to perform their duties due to illness.
- The Center shall notify parents within the next day of Center operation, when their child has been exposed to a communicable disease.

Staff Health and Training Policies

- All KELC staff are trained by Kendal at Oberlin's health care staff concerning health and safety regulations and standards as they pertain to the Kendal Community and the Federal OSHA regulations before beginning regular employment.
- All staff are required to have a physical by Kendal's physician or designee before beginning employment and every three years thereafter including a yearly TB test.
- No KELC staff member will enter the Center if they exhibit signs of communicable disease. The Director reserves the right to request a physician's release for a KELC staff member to return to work.
- All Center staff will have completed a course in First Aid, and in prevention, recognition, and management of communicable diseases approved by the Ohio Department of Human Services within their first six months of employment. Recertification is required every three years. All staff are certified in CPR.
- Each staff member is instructed in the following areas:
 - signs and symptoms of illness;
 - proper hand washing techniques (directions posted at classroom sinks);
 - proper procedures and scheduling for disinfecting toys and equipment.
 - All staff members are required to take 40 hours in Early Childhood Training every 2 years. This includes college coursework and trainings offered on Conscious Discipline, Creative Curriculum, ASQ-3 Screening, and Vine assessments.

Illness/Communicable Disease Policy

Kendal Early Learning Center provides a healthy environment. However, we realize that children become ill from time to time. If this is your child's first group care experience, it is possible that they may experience more frequent illnesses at the beginning before their immune system becomes more active. We observe all children as they enter the program to quickly assess their general health. We ask that you not bring your sick child to the Center—he or she will be sent home! Notify the Center when your child is absent due to illness. Please also plan ahead and have a backup care plan in place if you are not able to take time off from work/school.

Signs of communicable diseases for which children will be isolated and immediately released to a parent or guardian are listed below:

- temperature of at least 100 degrees Fahrenheit when in combination with any other signs or symptom of illness;
- diarrhea (three or more abnormally loose stools within a 24-hour period);
- severe coughing, causing the child to become red or blue in the face or to make a whooping sound;
- difficult or rapid breathing;
- yellowish skin or eyes;
- redness of the eye with obvious discharge, matted eyelashes, burning and/or itching;
- untreated infected skin patches, unusual spots or rashes;
- unusually dark urine and/or gray or white stool;
- stiff neck with an elevated temperature;
- evidence of untreated lice, scabies, or other parasitic infestations;
- sore throat or difficulty in swallowing; or
- vomiting more than one time or when accompanied by any other sign or symptom of illness.

Kendal's Early Learning Center follows the current version of the JFS 08077 Ohio Department of Health Communicable Disease Chart for the appropriate management of suspected illnesses. The chart is posted in the classroom behind the Birds' door. A child suspected of having a communicable disease shall be made comfortable on his cot away from other children (by the Director's desk) until a parent or guardian arrives. All soiled clothing will be sent home in a sealed plastic bag and the cot washed with soap and water and disinfected with an appropriate germicide before being returned to the cot caddy.

For spills of body fluids, urine, stool, vomit, blood, saliva, nasal discharge, eye discharge, injury or tissue discharges, use the following step-by-step approach:

- A staff member from Kendal's Housekeeping department will be called.
- Staff will wear gloves if they think they may contact blood or blood-containing body fluids, including blood-containing tissue or injury discharges. Single-use disposable gloves will be used except when blood is involved. Disposable gloves will always be used when blood may be present in the spill. When picking up the

spill disposable towels and tools that can be disinfected afterward will be used. Staff will be careful not to splash any of the contaminated materials around.

- Use a detergent to clean all surfaces in contact with the spill. Rinse with water. Blot the spill to remove the fluid as quickly as possible before the spill penetrates the surface to lower layers. Then clean and sanitize by spot-cleaning with a detergent-disinfectant, shampooing, or steam-cleaning the contaminated surface. Cleaning and sanitizing rugs without damaging them may require use of special cleaning (detergent-disinfectant) agents designed for use on rugs, or steam cleaning. Consult with local health departments for additional guidance about cleaning contaminated floors, rugs, and carpeting.
 - For surface spills of vomit, urine, blood, human milk, or stool, on floors, walls, bathrooms, tabletops, toys, kitchen counter tops, or diaper-changing tables: first we will clean the surface with a detergent solution and water, then rinse with water. Then apply a disinfecting solution. Dispose of any blood-contaminated material in a plastic bag with a secure tie.
- Using single-use disposable gloves only once and then discarding them into a hands-free, covered receptacle that is lined with a leak-proof, plastic bag that can be securely tied or sealed when you remove it to put it in the trash. Avoiding handling the contaminated gloves. Staff will wash their hands afterward, even if you wore gloves. (Sharps items will be put in the med clinic sharps box.)
- In the case of a plugged toilet, our Facility Services staff will be called to unplug the toilet after the floors and areas have been cleaned and disinfected.

If your child is irritable, continuously crying, or requires more attention than can be provided without hurting the health and safety of the other children in the Center, he or she will be sent home. Children will be readmitted to the Center after at least 24 hours of being free of fever and other symptoms. If they are not symptom-free, a doctor's note will be required stating that the child is not contagious.

Medication Policy

The Center will administer medications to a child only after the parent completes a Request for Medication form. All proper sections must be completed, and the medication handed to the teacher each day. Medications will be stored in a designated area inaccessible to children. Medications may NOT be stored in a child's cubby or book bag.

Prescription medications must be in their original container and administered in accordance to instructions on the label. Kendal's Early Learning Center does not administer medication without a doctor's signature, including over-the-counter medication. If parents request any different dosages or uses, a physician must provide written instructions on the Request for Medication form. The parent must administer at least one dose prior to the program administering to assure the child does not have an adverse reaction.

Written permission and instructions for lotions and sunscreen must be on file before these products are used, and forms must be replaced yearly. Parents must provide all

ointments and creams. Kendal Early Learning Center does not apply sunscreen in the mornings. We will only apply sunscreen in the afternoon before outside time. It is your responsibility to apply sunscreen in the morning to your child prior to attending KELC if you desire.

Evacuation Medicine Plan

If/When KELC ever needs to evacuate our classrooms; the teachers will take any current medications or Epi-pens for children in addition to their First Aid Kit, clip board, and emergency papers for all children in their care.

Food Supplements or Modified Diets

If your child requires a food supplement or a modified diet, you must secure written information from your physician regarding this. Please speak with the Director for more details.

Safety Policy

No child will ever be left alone or unsupervised. Children are visible to staff in classrooms at all times. Children cannot leave the classroom for any reason without a teacher or parent.

Our Center has the following safety features and practices:

- Access to a working phone and emergency contact numbers and names of people who have permission to pick up a child listed in each child's file in the bottom right drawer of the Director's desk.
- Fire drills scheduled monthly with staff following the Fire Evacuation Plan posted next to the Center's exits.
- Weather alerts, during which KELC staff follow the Weather Evacuation Plan posted next to the Center's exits and the Center's phones.
- A posted Emergency Plan for Medical, Dental and General Emergencies next to the exits and Center's phones.
- Prohibits spray aerosols in the Center when children are in attendance.
- Kendal at Oberlin has a fully staffed Facility Services Department with a system in place for staff to report physical hazards needing prompt repair attention.
- Housekeeping safety issues are addressed immediately.
- All personal items (purses, keys, money, etc.) belonging to teaching staff will only be kept in the staff closet areas in which children do not have access.

In any occasion where a parent or family member would arrive to pick up their child and appear to be under the influence of drugs, alcohol, or suffering from a medical condition, our KELC staff members will attempt to gain access to the individual's keys and contact another person on the child's Emergency Contact List. KELC staff will not under any circumstances let any child leave KELC with a parent or family member that seems to be under the influence of drugs, alcohol, or suffering from a medical condition.

Emergency Evacuation Plan

If KELC needs to be evacuated due to the following conditions:

- fire

- threatening environmental conditions (ex. earthquakes, floods, etc.)
- utility emergencies
- threatening conditions of any sort (intruders, hazardous materials, world conditions, etc.)

Children will follow the fire evacuation procedures out of the building to their designated safe place on campus or if necessary, off the Kendal campus. Parents will be notified immediately by cell phone for immediate pick-up.

Internal		External	
SOUTH	Facility Services Building	SOUTH	Oberlin High School
EAST	The FENN Dining Room	EAST	First Church in Oberlin
WEST	Resident Storage	WEST	N/a
North	Training Center	North	New Russia Township Hall

Fire Safety Evacuation Plans are posted in classrooms and practiced monthly. Tornado and Earthquake Evacuation Plans are practiced four times a year. Emergency lockdown procedures are practiced quarterly throughout the year.

Threat of Violence Procedure

Children will be secured in the safest location in the building or outside. Inside the Birds' classroom, children will be secured in the teacher storage area away from entrances. The Giraffes will be secured in the bathroom area away from entrances. Staff will take the attendance roster, contact 911/Police and 0 for the Kendal receptionist. KELC staff will follow the instructions from the authorities, account for children with a name-to-face attendance check, notify parents as soon as possible, and complete an incident report for parents.

In accordance with Ohio H.B. 422, School Safety (or Lockdown) Drills are practiced yearly.

Emergency Accident Procedure

In an emergency and/or accident, the Center staff will follow the posted Medical and Dental Emergency Plan. (Children whose parents refuse to grant consent for emergency transportation will not be accepted to KELC.)

The staff will:

- administer first aid;
- call 9-1-1 to summon emergency transportation;
- contact parents.

Incident reports will be filled out for all accidents or incidents involving a child. All incident reports are filled out by staff and a copy given to the parent on the day of the incident (the original kept on file at the Center after the parent has signed). It is important that any medical emergency information and parent permission slips be kept

current in case of a crisis. It is the responsibility of every parent to notify the Center of all changes (addresses, names, phone number of an emergency contact person(s) and any additional medical information or special needs that pertains to their child).

Outdoor Play Policy

KELC provides outdoor play each day in suitable weather unless unsafe conditions exist such as the following:

- The “feels like” temperature is below 25 or over 90 degrees Fahrenheit.
- Weather advisories posted by the local news channels for dangerous ozone levels, humidity, pollen counts, lightning, rain, and ice or wind chill factors.

When outdoor opportunities are not possible due to adverse weather conditions, similar activities must be provided inside.

We also believe that:

- Preschoolers should be encouraged to develop competence in fundamental motor skills that will serve as the building blocks for future motor skillfulness and physical activity.
- Preschoolers should accumulate at least 60 minutes of structured physical activity each day.
- Preschool-age children shall be scheduled for at least 60 minutes of structured physical activity through the course of the day at KELC.
- Preschoolers should be engaged in at least 60 minutes and up to several hours of unstructured physical activity every day, and should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Preschoolers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities
- When outdoor opportunities are not possible due to adverse weather conditions, similar activities must be provided inside.
- We also promote physical activity in classrooms and common areas through the use of equipment, lesson planning, pictures and displayed books

Kendal has many different outdoor settings and the children enjoy going outdoors to the Early Learning Center play yard to use large muscle equipment, Kendal Auditorium, Stephens Care Center Courtyard and Whittier Garden to ride bikes, pick vegetables, or exploring the covered walkways and the perimeter path way.

Field Trip Transportation & Safety Policy

When a field trip is planned:

- All child/staff ratios will be maintained. (State ratios on field trips is 1:6)
- A First Aid Kit will always accompany the group and staff trained in First Aid will always be with the children.
- An attendance roster for all children will be taken on field and routine trips and checked multiple times during the trip.
- Each child will wear a KELC shirt listing the name, address, and phone number of the Center in the event a child gets lost.

- A copy of each child's medical record and emergency transportation authorization will be taken on every field trip. In the event of an emergency, the child will be transported to the nearest emergency treatment center. A staff member will remain with the injured or ill child until a parent arrives.
- A field trip permission slip will be posted with the date, time and the destination. The child's name, the date, and the parents' signature must be on the form in order for the child to participate.
- A general permission statement will be signed at enrollment for walking trips within and around the Kendal facility.
- When a Kendal bus is used for transportation every child must provide a car seat with shoulder straps (5-point harness) in order to go on bus trips. At this time there is not transportation via Kendal busses because they do not meet ODJFS requirements.
- Staff will always have a communication device to call for help when necessary.

Kendal at Oberlin busses may be used for transportation when they meet the ODJFS guidelines for field trip transportation. Currently we do not have any Kendal at Oberlin busses that meet ODJFS guidelines and we do not provide any type of transportation. When weather permits we may take walking field trips on and off Kendal campus. For Early Learning Initiative (ELI) field trips they will provide a school bus with 5-point harness seat belts and a contracted driver for our transportation to and from the destination.

KELC staff members do reserve the right to leave a child behind at the Center, require an adult to accompany us on a field trip, or ask you to pick up your child because of your child's disruptive behavior. Credit will not be given if you are asked to pick up your child due to their behavior. We appreciate your cooperation to assist us in keeping everyone safe when we are on our field trips.

Swimming and Water Safety Policy

- Parents must sign a written permission slip before a child can participate in outside water play or swimming activities in any pool two or more feet deep. (These are completed upon enrollment and updated every September.)
- **Parents are responsible for sending a bathing suit and a hooded towel** for their child on swim days in order for their child to be able to swim.
- Children who are not swimming will sit on the side of the pool in a chair.
- A certified lifeguard will supervise all activities in the Kendal pool. (Life guard present will not be used to meet ratio.)
- The staff/child ratio plus will be maintained at all times during any swimming activity. KELC will provide 1 additional staff member above the state required staff/child ratio. (State ratio is 1:6)
- Swimming will be offered to pre-school children who are potty-trained.
- Staff will get in the pool with the children and will actively supervise children in the pool.
- Children will not have access to the pool without supervision from staff.
- Children will not swim in lakes, ponds, rivers, etc.

If there is any type of behavior exhibited in the pool area which the pool staff feels is unsafe, a child may be removed from the swimming schedule until the problem has been remedied and/or the pool staff feels it is safe for the child to return. Children in our AM learning program are invited to swim with us; however, we do ask that an adult swim with us to assist in maintaining our low swimming ratios.

KELC staff members do reserve the right to have a child removed from swimming based on the child's behavior.

Donations

Donations of toys, "dress-up" clothes, umbrella strollers, books, crib sheets, etc., are greatly appreciated. Kendal has a Resale Shop benefitting the R.A.F. (Residents Assistance Fund). A donation box is located near the building's entrance that accepts all kinds of donations. If you have items you wish to donate, please place them in the wooden box just inside the doors. You are welcome to shop in our store, too! Leave your purchases payment in the box provided. All profits from the Resale Shop help our residents who are in need of financial assistance.

ODJFS Child Care Search

Effective December 12, 2018 the ODJFS child care search has enhanced functionality that allows individuals the option to receive program inspection updates via a Really Simple Syndication (RSS) feed. RSS is a way for websites to distribute information to subscribers automatically. Individuals can now receive notification when a new inspection is posted online. This notification is sent three days following the date the report is posted to the website. Programs receive a copy of the inspection report one day prior to the report being posted on the website.

The Ohio Department of Job and Family Services (ODJFS) has search capability to locate early care and education programs regulated by ODJFS and programs licensed by the Ohio Department of Education (ODE) at <http://childcaresearch.ohio.gov/>. Individuals can search based on county, city, zip code, program type, program name, license number, and/or Step Up To Quality (SUTQ) rating.

Furthermore, child care programs have the ability through the Ohio Child Licensing and Quality System (OCLQS) to add days/hours of operation and services provided such as before/after school care, evening or overnight care, meals and field trips. This information displays on the website.

Ohio Department of Job and Family Services
CENTER PARENT INFORMATION
REQUIRED BY OHIO ADMINISTRATIVE CODE

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

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

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

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

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

The licensing record, including licensing inspection reports, complaint investigation reports, and evaluation forms from the building and fire departments, is available for review upon written request from the Ohio Department of Job and Family Services.

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

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

This information must be given in writing to all parents, guardians and employees as required in 5101: 2-12-30 of the Ohio Administrative Code.

Appendix A to Rule 5101:2-12-18

Staff/Child Ratios, Age Grouping and Maximum Group Size

Age of Children	Child Care Staff Member/Child Ratio	Maximum Group Size
Young Infants (birth to less than 12 months)	1:5 or 2:12 in same room	12
Older Infants (at least 12 months and less than 18 months)	1:6	12
Young Toddlers (at least 18 months and less than 2 1/2 years)	1:7	14
Older Toddlers (at least 2 1/2 years and less than 3 years)	1:8	16
Young Preschoolers (at least 3 years and less than 4 years)	1:12	24
Older Preschoolers (at least 4 years and not enrolled in or eligible to be enrolled in kindergarten)	1:14	28
Young Schoolagers (enrolled in or eligible to be enrolled in kindergarten or above and less than 11 years)	1:18	36
Older Schoolagers (at least 11 years and less than 15 years)	1:20	40

Staff Child Ratios and Group Size

Ohio's State Staff/Child ratios are listed above. Kendal Early Learning Center keeps a 1:10 ratio which is below the state requirements to ensure children are safe. Our license from Ohio Job and Family Services (ODJFS) allows us to serve a maximum group size of no more than 30 children at any one time in our classroom.

Breast Feeding Location

Kendal at Oberlin will provide a location for Breast Feeding Parents. Currently parents will contact KELC of when they will need to breast feed and an office in HR will be available for breastfeeding.



Screening for children is important in the medical, vision, hearing, dental and mental health areas. Screening can help to identify children’s individual needs, and to provide special support and educational services. The resources listed below are locations and contacts you may seek health screenings that could be beneficial to your child. It is KELC’s policy that your child be referred for screenings if they have not already been done by your pediatrician. We’ve listed agencies that provide screenings for free or little cost to assist you in ensuring that your child’s needs are met in a timely manner so that their educational learning experiences are not interrupted by the lack of vision, hearing, etc. We want your child to flourish and get the most out of their Early Learning Experiences as they can, so they succeed in school and life.

List of Locations to receive hearing screens:

- Easter Seals Northern Ohio - \$15 for speech-language and hearing screenings combined
(888) 325-8532
- This service is also offered at some pediatricians’ offices.

List of Locations to receive vision screens:

- Wal-Mart provides free vision screenings for children.
- This service is also offered at some pediatricians’ offices.

List of Locations to receive immunizations for your child:

- Lorain County Health department (440) 322-6367
- This service is also offered at pediatricians’ offices.

KELC may also refer you and your child to services listed below based on results from ASQ-3 screenings, Gold Online Assessments, and classroom observations. Referrals are made within the child’s first 90 days at the Center if needed based on ASQ-3 results and observations. If at any time during enrollment we feel a child may need to be referred for additional services, we will talk to the parents and make the referral in a timely manner. This is to ensure the child gets the assistance when they need it and there is no unnecessary delay that may negatively affect the child’s development.

Other Community Resources:

County Department of Job & Family

Services:
For General Assistance – Food Stamps, Child Support
Lorain: (440) 323-5726 www.lcdjfs.com
Huron: (419) 668-8126
www.huroncocountydjfs.org

County Board of Mental Health:

For Children & Family Mental Health
Lorain: (440) 324-2020 www.lcmhb.org

Services for Children with Special Needs:

Ages Birth – 3 years & Help Me Grow
Lorain: 1-800-729-TOTS
Huron: (419) 668-1652

Child Abuse Hotlines:

Lorain: (440) 329-5340
After Hours: (440) 329-2121
Huron: (419) 668-8126
After Hours: (419) 668-5281

Oberlin Community Services: Provides direct assistance, referrals, outreach services and educational support (440) 774-1353

Lorain County Health and Dentistry: Provides direct assistance for medical, dental, and other services (440) 240-1655

Food Banks/Food Assistance: Second Harvest Food Bank www.secondharvestfoodbank.org
Angel Food Ministries www.angelfoodministries.com



In the city of Oberlin, community and educational organizations came together in order to ensure that our children are entering kindergarten prepared and ready to learn. From this collaboration came Oberlin Kids, designed to impact children in this critical time of development. The collaborative looks to identify each child's and family's needs and put them on a track to be prepared for kindergarten.

We support the parents and families and give them the resources necessary to support their child's development. The goal is to give each child birth to kindergarten that live in Oberlin the opportunity to be successful in school and in life, to support our children and families and make our community stronger.

There are about 1900 days between birth and kindergarten. This time is critical to the development of each child. Oberlin Kids is about making our children not only ready to be successful students, but also to be successful in life.

Our programming supports our families and our schools to make Oberlin stronger.

Check out our new opportunities for families to get involved for free:

- OnTrack for Kindergarten
- Play Groups
- Family Dinner Nights
- Health Screenings
- Parents' Café
- Preschool Step-Up Day

Oberlin Kids is funded by United Way of Greater Lorain County. Our collaborative partners include:

- Child Care Resource Center
- City of Oberlin
- Kendal Early Learning Center
- Lorain County Children & Family Council
- Lorain County Community Action Agency
- Lorain County General Health District
- Oberlin Business Partnership
- Oberlin City Schools
- Oberlin College Bonner Center for Service and Learning
- Oberlin Community Services
- Oberlin Early Childhood Center
- Oberlin Public Library
- OhioGuidestone
- United Way of Greater Lorain County

Parent Resources

Get Ready to Read! www.getreadytoread.org

Parents as Teachers www.parentsasteachers.org

Ready at Five www.readyatfive.org

Reading is Fundamental www.rif.org

US Department of Education www.ed.gov/early-learning

PBS Kids www.pbskids.org

Zero to Three www.zerotothree.org

Healthy Children/American Academy of Pediatrics

www.healthychildren.org

<http://oberlinkids.org>