

The Classroom Experience...

Philosophy...Places for Childhoods

Mini University strives to create environments filled with various textures and warmth in which children and adults feel free to experience life. Greenman's book, *Caring Spaces, Learning Places: Children's Environments That Work*, outlines the following central beliefs necessary to creating such environments:

Good settings respect children's abilities to learn and believe in active hands-on learning.

Good settings recognize and respect children as individuals and understand their needs for care.

Good settings are established and maintained by adults who learn by observing children, drawing from their own experiences as children and as adults.

Good settings respect adults' abilities to learn and adults' needs for comfort.

Good settings know and feel that "life has loveliness to offer" and work hard to provide it.

In creating these kinds of environments, Mini University considers both the needs of children and the needs of adults. Modifications are made for any child or adult with special needs. Spaces are provided for quiet and active play, large and small muscle activities, and spontaneous interactions between all sharing these spaces. Soft, warm, messy, watery, wonderfully safe environments are provided inside and outside to help children feel secure in exploring the world around them.

The Power of Play

(reprinted with permission from NAEYC)

Have you ever heard someone remark about an early childhood program "All the children do there is play"? At good early childhood programs, including Mini University centers, there is a lot of play—and there should be!

Years of research on children's learning and development document the many benefits of play for children's intellectual, social, emotional, physical, and language development. Children at play are actively involved in creating themes, exploring and establishing environments, solving problems and developing shared understandings.

Children play in many ways. They play independently, sometimes near each other but with each child engrossed in his own activity. They engage in what is called "parallel play," perhaps using each others' toys or even talking, but not coordinating their play. They also play cooperatively, organizing roles and scenarios for group play.

As children play with each other, they learn to see other children's points of view and begin to become more empathetic and caring. They come to understand customs and rules in their own culture and to appreciate those of others. They learn to use language in new ways to describe their play and to interact with others.

Play is fun. But it is also serious business that pays big dividends to its eager, young investors. Mini University believes strongly in "the power of play" and wants to work with families to provide a strong educational foundation for each child's future school success. For more specific information about what children learn in Mini University classrooms, please talk with your child's teacher and the Program Administrator.

"Given the time children spend in them, it is not an exaggeration to view child care programs as places for childhoods."

-Jim Greenman

Your Child's First Day at the Center...

This is an exciting day! Prior to this day we must have the following items: Child Enrollment and Health Form, Medical Health Form, Verification of Parent/Guardian Review of Center Policies and Procedures, and a copy of your child's birth certificate.

You will also have signed a Financial Agreement and received a copy of our Financial Policies.

You and your child may have met the teachers during your enrollment tour, but if for any reason you have not, please make an appointment to do this. A scheduled class visit of at least one (1) hour is required for the family and the child. It is very important for your child to see you in this new environment. Meeting the teachers also helps make the first week's adjustment much easier! The following suggestions on your arrival, interaction and separation from your child should help make this first day a happy and positive experience for you and your child.

Arrival

1. Arrive 15-30 minutes before you need to leave so you won't be rushed. Your child needs to see and feel that you are relaxed and comfortable with the center.
2. Use the computer system located at the office to "sign in" your child.
3. Take your child and belongings to his/her new classroom. Place your child's change of clothing, blanket, etc. in the basket with his/her name on it.

Interaction

4. Getting your child involved in an activity or spending a few minutes reading with your child usually helps to make the upcoming separation easier.
5. Parents of Infants: We strongly encourage you to take a few minutes to interact with your child by changing your child's diaper before leaving. This interaction time should include talking with your

child, telling your child what you are doing and asking for cooperation. This is a wonderful way to intimately communicate with your child. We also encourage you to follow the same routine when you pick up your child.

Separation

6. After talking with the teacher and spending some time with your child, tell your child you have to leave. A statement such as, "I have to go to work now, but I'll be back to pick you up this afternoon," helps your child understand you are leaving but you will be back.

7. Give your child a hug and kiss and exit the room. Often, the longer you stay to say goodbye, the more difficult the separation can become.

SOMETIMES . . . Second Days are More Difficult.

It is very normal for children to take 2-3 weeks to fully adjust to a new routine. Part time children and children who have never been in group care may take longer to adjust. In the future, if a child's routine is interrupted by vacation or illness, he/she can go through another adjustment period.

The Mini University Mission

*To provide the best
working environment for
staff so they can provide
the highest quality
accredited early childhood
programs for children.*

Family Participation Policy...

Family Participation

Please feel free to...

- Take time each day to talk with your child's teacher.
- Join us for breakfast, lunch or afternoon snack.
- Visit the center anytime. All parents have unlimited access to all areas of the center used for child care during the hours of operation.
- Schedule a conference with the teacher to discuss your child's developmental progress or any concerns. A conference may also be scheduled with the Program Administrator.
- All families and employees may discuss issues or seek assistance with resolving problems related to the center by contacting the Program Administrator.

Regular opportunities to participate include...

- Field trips
- Parent, Career or Special Interest Visits: Many of the topics we explore are enriched by the unique cultural and career diversity of our parents.
- Please let the teacher know if you would like to share your talents with a group of our children.
- Family programs such as Fall Harvest, Holiday Celebrations, and End of the Year Programs.
- Family Participation Days are coordinated every few months, including Water Play Days, Snack with Mom or Dad, Summer Learning Day, and Spend the Morning with Your Child.
- Mini University encourages families to share special celebrations, traditions or holidays.

Please look for...

- Daily Discoveries – posted on the wipe off boards near your child's class each day.
- Daily Schedule and Lesson Plans – posted on the bulletin boards to keep you up to date on your child's class. Goals and behavioral objectives are also posted on bulletin boards.

- Photos – posted on bulletin boards and in all classrooms.
- The Weekly Menu – posted outside the kitchen, on our website, and on each bulletin board.
- A Parent Roster – available upon request for your child's class. This is a list of names and phone numbers of the parents of children in each class whose parents have authorized the release of this information

Family Teacher Conferences

Conferences are held 2 times a year; however, we encourage daily dialogue with your child's teachers. Communication with families is an essential part of each day in a Mini University center. During the more formal conferences, time is allotted for the teacher to be out of the room to talk with families without the distractions of other activity. (We believe it is important not to talk about children in front of them, therefore, the children remain in the classroom.) Conferences are a good opportunity to get to know one another, to review your child's development and educational progress, and for families to share their input and goals for their child. This information is important to teachers to help them plan for each child. Conferences are also used to discuss any concerns parents and teachers may have. Families are encouraged to ask for a conference any other time of the year if they have any concerns that cannot be addressed in the classroom. Families, teachers and administrators working together to help children learn and grow are the key to success.

Nutrition...

Mini University, Inc. is responsible for ensuring your child's nutritional needs are met while he/she is at the center. This is accomplished by providing breakfast, lunch, and an afternoon snack.

The food service operation varies at each center. Some centers participate in the Child and Adult Care Food Program (CACFP). The CACFP is a child nutrition program of the United States Department of Agriculture. The meals must meet CACFP meal pattern requirements for children and infants. Accordingly, Mini University provides iron fortified infant formula and baby foods for the families that choose to use it in our infant program. Toddlers, preschoolers and school age children have a breakfast, lunch and snack each day that meet the requirements set forth by CACFP.

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.

The menu for the current week is posted at the kitchen and on each class bulletin board. Copies of

the menu are available upon request. All meals are served “family style” which means children sit at the table with a few friends, serve themselves as much as possible, including pouring their milk and engage in conversation around their “dining table”. Due to the busy kitchen schedule, the center will expect children to have already eaten if they arrive after the specified meal times.

The following definitions should help parents understand this aspect of our program.

BREAKFAST is available each day and always includes milk and a fruit/vegetable and a grain/bread. Sample menus include French toast, oranges and milk or scrambled eggs, toast, blueberries and milk.

LUNCH includes milk, meat/protein, grain/bread, and two different servings of fruits or vegetables. Sample menus include chicken nuggets, peaches, asparagus, bread and milk or spaghetti with meat sauce, slice of cheese, bread, apples, cucumbers, and milk.

AFTERNOON SNACK is a choice activity each afternoon. The snack consists of one serving from any two food groups (meat, bread/cereal, fruit, vegetable and milk). Sample menus include cheese and crackers or apples and milk.

All children are encouraged to try all foods served.

If your child does not like something on the daily menu, please allow us the opportunity to serve this food to him/her several times. Many parents have said, “I don’t believe it. Why won’t my child eat vegetables for me?” Our lunch/group situation often affords us the unique opportunity to allow children to taste foods with their friends. We’ve had great results!

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 Program Administrator for more details.

Classroom Transition and Nap Time

Parents frequently ask about Mini University's policy of moving children from one room to another. It is our goal as your child grows and changes, to provide your child with the highest quality educational program and experiences.

NAEYC and RIE believe strongly that children's teachers and environment should remain consistent and constant. The center's goal is to have your child remain in the same class for as long as possible to promote this secure, consistent attachment. Mini University will provide consistency for each child by placing the child in the appropriate classroom for a minimum of 9 months, preferably for the "school year" September – August or June – May. Most children should experience no more than 4 classrooms/teacher changes from birth – age 5 (Infant 1: birth – 12 months; Infant 2: 12-21 months; Toddler: 21-36 months, Preschool: 3-5 years). Factors that determine when a child moves to another classroom are the child's development, birth date, schedule and input from parents and the child's current teacher. The total enrollment in each class is also taken into consideration.

When it is time for your child to move to a new room, your child's teacher will be the first to contact you. The Program Administer and your child's teacher will work with you to develop a transition plan for your child. This written plan will include the beginning and ending date of the transition period and include a transition schedule. The Front Office will go over any financial changes regarding the move with you. This transitional period will typically be 1-2 weeks.

There is a quiet time in the center each afternoon, generally between 1:00 – 3:00 for all children. Depending upon their age, children are expected to rest quietly on cots

or engage in quiet activities, allowing those who need to sleep the opportunity to do so.

Mini University practices "Safe to Sleep" which means your baby through 12 months old will have his or her own sleep sack, used only during naps. Mini University provides them and launders them, so the work is on us! Of course, you can choose to bring your own if you prefer. This is the safest way to sleep for your baby and we require this practice in all of our programs. This also means that nothing else is in the crib with your baby, so no need to bring blankets or stuffed animals; however a pacifier is certainly fine. "Safe to Sleep" is the only way your baby should sleep at home and school.

A small blanket, pillow or stuffed animal may be sent to the center for your child to use on his/her cot at naptime. Please mark these and all items with your child's last name or initials. Cot sheets and crib sheets are provided by the center and are laundered at least weekly. Cots and cribs are also disinfected weekly. Parents must take all blankets, pillows, etc. home at the end of each week to launder these items.

Infants sleep on demand, according to each infant's own schedule. In accordance with the RIE philosophy, children are only in their beds when sleepy. This helps them learn that beds are for sleeping. Therefore, there are no extras such as mobiles or crib toys provided. Parents are encouraged to follow this philosophy. Again, all items brought in by the family must be taken home and laundered once a week.

Based on the recommendation from the American Academy of Pediatrics, the state of Ohio regulations require childcare centers to place infants to sleep on their back. The only exception to this rule is made when a physician and parents sign the Sleep Position Waiver requesting that the child be placed on his/her stomach.

Creative Curriculum Objectives for Development and Learning...

Mini University uses the research-based curriculum created by Teaching Strategies called: *Creative Curriculum for Infants, Toddlers and Twos* and *Creative Curriculum for Preschool*. The Objectives for Development & Learning used as the foundation of this curriculum and in the corresponding *Teaching Strategies GOLD™* online Assessment system, are outlined below.

Social-Emotional Development

There is a strong connection between children's early relationships and behaviors and their later development and learning. For this reason, assessing children's social-emotional development accurately and supporting their growth and competence in this area is especially important. Teaching Strategies GOLD™ includes three social-emotional objectives:

1. Regulates own emotions and behaviors
2. Establishes and sustains positive relationships
3. Participates cooperatively and constructively in group situations

Physical Development

Physical development includes children's gross-motor (large muscle) and fine-motor (small muscle) skills. Brain research points to the importance of early, positive movement experiences to brain development, and physical development is linked to children's emotional development and their school performance. The physical development objectives are:

4. Demonstrates traveling skills
5. Demonstrates balancing skills

6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination

Language Development

Strong language skills are essential for children's success in school and life. Oral language, including grammar, the ability to define words, and listening comprehension helps provide the foundation and is an ongoing support for literacy (National Early Literacy Panel, 2008). The oral language objectives are:

8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills

Cognitive Development

Cognitive development is influenced by various factors including biological makeup, the environment, and how the child approaches learning tasks (e.g., attention, persistence, curiosity, and flexibility). A child's background knowledge also affects the way a child thinks. This background knowledge influences the child's information processing, memory, classification, problem solving, language acquisition, and reading and mathematics learning. The cognitive development objectives are:

11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
13. Uses classification skills
14. Uses symbols and images to represent something not present

Literacy

The early years are critical for literacy development. The level to which a child progresses in reading and writing is one of the best predictors of whether the child will function competently in school and in life. Effective instruction in the early years can have a large impact on children's literacy development. The literacy objectives are:

15. Demonstrates phonological awareness
16. Demonstrates knowledge of the alphabet
17. Demonstrates knowledge of print and its uses
18. Comprehends and responds to books and other texts
19. Demonstrates emergent writing skills

Mathematics

Research has made a clear link between early math skills and later school reading and math achievement. Evidence shows that high-quality early childhood education programs can make a difference in children's mathematical learning. These mathematics objectives are:

20. Uses number concepts and operations
21. Explores and describes spatial relationships and shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Science and Technology

Young children are natural investigators. They are curious about how things work and what will happen next. During the early years, learning to engage in the process of scientific thinking, gaining understanding, and making connections are more important than learning scientific facts. The science and technology objectives are:

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Social Studies

When young children study social studies, they learn how to be researchers, critical thinkers, active members of a classroom community, and experts on topics related to everyday life. The social studies objectives are:

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

The Arts

The early childhood years are very important in helping children to realize their creative potential. Children's involvement in the arts also helps support other areas of learning and development. As children draw, paint, construct, weave, dramatize, sing, dance, and move, they make new discoveries and integrate what they are learning. The arts objectives are:

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

English Language Acquisition

Language learning is a basic feature of the early development of all children. The language-learning process for bilingual children, closely resembles the process for monolingual children. Because simultaneous language learners' need to know twice as many words, their vocabulary development may be less extensive in each language in comparison to monolingual children. The English language acquisition objectives are:

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

Teaching Strategies, Inc. (2010) Research Foundation: Teaching Strategies GOLD™

Infant and Toddler Programs...

Infant and Toddler Programs

Mini University's infant and toddler teachers use the *Creative Curriculum for Infants, Toddlers and Twos*, developed by Teaching Strategies. They also incorporate the standards from NAEYC's Accreditation Criteria, Ohio's Early Learning and Development Standards, and the Resources for Infant Educators (RIE) philosophy. The RIE philosophy is based on the research of Magda Gerber and Dr. Emmi Pikler.

The RIE (pronounced "rye") philosophy is based on **RESPECT** for each child. The educator respects an infant by talking directly to the child, explaining what he/she is about to do, making eye contact, and by waiting for the child's response. RIE's goal is to help nurture **AUTHENTIC** infants who are: Competent, Confident, Curious, Attentive, Exploring, Cooperative, Secure, Peaceful, Focused, Self-Initiating, Resourceful, Involved, Cheerful, Aware, Interested and Inner-Directed.

Developmentally appropriate programs for children from birth to age 3 are **distinctly different from all other types of programs**. They are not scaled-down versions of a good program for preschool children. These program differences are determined by the unique characteristics and needs of children during the first three years:

- Changes take place far more rapidly in infancy than during any other period in life.
- During infancy, as at every other age, all areas of development (cognitive, social, emotional, and physical) are intertwined.
- Infants are totally dependent on adults to meet their needs.
- Very young children are especially vulnerable to adversity because they are less able to actively cope with discomfort or stress.

Infants and Toddlers learn through their own experience, trial and error, and imitation. Adults guide and encourage this learning by ensuring that the environment is safe and emotionally supportive. An appropriate program for children younger than 3 years old invites play, active exploration, and movement.

Sample Schedule

Please refer to the Schedule posted on your child's class bulletin board for information specific to your child's center. Infants eat and sleep "on demand" and all schedules for very young children are individualized based on the needs of each baby.

Hellos & Goodbyes: Families and children are greeted individually and teaching staff support children transitioning from home to school.

Diapering and Toileting: Teaching staff check diapers and change as necessary and assist with toilet needs.

Breakfast: Teaching staff help children wash hands and eat breakfast, sitting with children and talking about the food, the day's upcoming events and encouraging children to interact with each other.

Indoor Play Experiences and Reading: Children are guided in selecting what they want to play with in the classroom. Teaching staff observe and interact with children to extend their play and learning. Children are engaged in conversation and songs and teaching staff read books to children individually or in a very small group.

Diapering and Toileting: Teaching staff change diapers and assist with toilet needs.

Cleanup & Dressing: Teaching staff help children put materials away so children learn to respect equipment and materials and learn where specific items belong in their classroom. Teaching staff help children prepare for going outside by assisting with coats and other items needed, depending on the weather and temperature.

Outdoor Play: Exploration and play with outdoor equipment and nature. Teaching staff observe and interact with children as they explore the play-ground environment and equipment. Children often roll balls back and forth, blow bubbles, paint with water, and make nature discoveries.

Diapering and Toileting: Children transition from outside with assistance from the teaching staff

(hanging up coats, washing hands). Teaching staff change diapers and assist with toilet needs.

Eating Lunch: Children help prepare the tables for lunch and engage in “family style dining,” eating in small groups in the classroom. Teaching staff sit and eat with children encouraging conversations about the day’s events and the meal. Children assist in cleaning up, brushing teeth, washing hands and faces, and gathering their blankets to prepare for sleeping on their cots.

Sleeping & Nap time: Teaching staff help children relax so they can fall asleep. Quiet activities are provided for children who don’t sleep.

Diapering and Toileting: Teaching staff check diapers and change as necessary and assist with toilet needs as children transition from nap time.

Eating Snack: Snack is set up so children can eat as they wake up or after diapering and toilet needs are met.

Experiences and Reading: Children are guided in selecting what they want to play with in the classroom. Teaching staff observe and interact with children to extend their play and learning. Children are engaged in conversation and songs and teaching staff read books to children individually or in a very small group (similar to the morning).

Outdoor Play: Exploration and play with outdoor equipment and nature in the late afternoon.

Diapering and Toileting: Children transition from outside with assistance from the teaching staff. Teaching staff check diapers and change as necessary and assist with toilet needs.

Departure: Families are greeted and communication about the child’s day is shared.

This information is based upon the recommendations of Teaching Strategies and the *Creative Curriculum for Infants, Toddlers and Twos, Vol. 1 The Foundation* (p. 61-68) © 2011.

Outdoor Play...

The center shall provide outdoor play each day in suitable weather for toddlers, preschool, and school age children in attendance for four or more consecutive daylight hours. When children cannot play outside because of weather or safety, large motor activities take place during the same scheduled time.

Planned large motor play is listed on the Weekly Lesson Plan which is posted outside of each classroom. Decisions to go outdoors are based on various weather conditions (cold, wind chill, smog advisory, rain, snow, heat) and safety conditions. Local radio station weather conditions and advisories are consulted in making these decisions. The age of the child is also taken into consideration. Children enjoy playing outside in the snow and will be given this opportunity during the winter. Please dress your child in clothing appropriate for the weather such as hats, mittens, boots, warm coats and jackets. Outside time is often shortened to 5 or 10 minutes in length on cold or hot days when extreme temperatures persist. On smog advisory days the classes only go outside early in the morning before 10:00 a.m.

Guidance and Behavior Management...

“Discipline is not something you do to children it is something you instill within them.” -Dr. Becky Bailey

When children’s behavior is not appropriate, staff will do the following:

- Use the developmentally appropriate techniques suitable to the children’s ages and circumstances.
- Use of developmentally appropriate separation from the situation only as necessary.
- Communicate and consult with parents or guardians in implementing any specific behavior management plan.

Children are taught skills of problem solving and conflict resolution through role modeling and the use of appropriate language to solve conflicts. Teachers use and implement the seven basic skills of Conscious Discipline to encourage positive relationships and guide child behaviors.

The seven basic skills are:

Composure: Self-regulation in action. It is the prerequisite skill adults need before disciplining children.

Assertiveness: Clear, vigilant communication that focuses children’s attention on what we want them to do. It is essential for setting effective and respectful limits.

Encouragement: Encouraging children to help others creates a sense of belonging in which the intrinsic desire to be of service outshines attention-seeking behaviors.

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.

Empathy: Teaches emotional regulation, integrating the brain so children can take personal responsibility for their actions.

Positive Intent: We must see children differently in order for them to behave differently.

Consequences: Teach children to examine their behavior, reflect on the impact of their choices, and make changes until they reach their highest goals.

(Adapted from www.ConsciousDiscipline.com 800-842-2846)

At Mini University teaching staff are responsible for helping each child learn how to identify emotions and self-regulate. Our hope is that each child will learn self-discipline through careful and supportive guidance. Your child will be treated with love and respect. If children are treated with respect, they in turn learn to respect the teachers and their peers. Our expectations will be kept within the child’s capabilities and the child will be made aware of these expectations.

Biting

It is very common, when young children are together, for aggressive behavior to occur. Infants and Toddlers are generally not capable of expressing themselves and their needs verbally, and may try to get what they want by using physical means. Biting is a natural tendency for Infants and Toddlers. Although it may be normal for Infants and Toddlers to experiment with biting, we expect this behavior to stop by the time a child enters Preschool.

As preventative measures with Infants and Toddlers we:

1. Schedule many activities to keep the children busy.
2. Provide alternative toys and activities when several children want the same toy or to participate in the same activity.
3. Encourage “soft touches”, being “gentle”, and hugging when relating to each other.
4. Encourage the children to use words to express their desires. (“No, I want that toy” or “I am looking at that book”.)

When biting occurs we immediately say to the child who bit, "Gentle, gentle, gentle. You may not bite children; biting hurts." We also offer alternative activities to this child such as "you may bite the teething ring" or "If you are hungry, I will get you a cracker."

We take care of the child who was bitten. We stroke the child's cheek or arm saying, "Gentle" and reflect the feeling this child is showing. For example, "I see you are crying. Biting hurts. Your friend needs to be soft and gentle with you." The bite is cleaned with soap and water and ice is often applied. If the skin is broken, the parent will be contacted. The teacher completes an Incident Report to notify the family. This also helps us keep track of the time and frequency of such incidents. (The parents of the child who has bitten are also notified.)

How parents can help: You can help at home by further encouraging your children to use their words and use "soft touches" and "be gentle". Demonstrate and role play what these words mean. We also request that parents remember that young children cannot distinguish games or playful biting from real bites. For example, nibbling fingers may seem like fun at home, but it may lead to biting at school.

In extreme circumstances: Conferences are held with the parents of a child who chronically bites, and if all other efforts have failed, the child's schedule may be reduced for a period of time. Only in very rare cases is a child disenrolled for biting.

Families and Teachers Working Together

Mini University believes guiding children's behavior is a shared responsibility between parents, extended family members and teachers. When children's behavior is deemed disruptive to the learning environment, parents will be notified and a plan to eliminate the negative behavior will be established. If the child's behavior continues to cause a disruption, a possible reduction in schedule or termination of enrollment will occur. We are counting on parents to provide the support necessary for teachers to create an optimum learning environment for all children.

If a situation arises where a child is consistently endangering himself, peers or staff, it may become necessary to disenroll the child. Every attempt will be made to work together with the family and the

child to correct the behavior. However, the safety of children is always our primary concern. The administrator would be in communication with the family prior to this occurring. If the child demonstrates behavior that requires frequent "extra attention" from the staff member, we may choose to develop and implement a behavior management plan. This plan would be developed in consultation with the family and would be consistent with the requirements of Rule 5101: 2-12-22 OAC.

Any teacher needing assistance with any problems should seek that assistance from the Program Administrator or specialists at any time. Families, leaders, and teachers working together to help children learn appropriate ways of behaving are the key to success.

Violence in the public schools has received a lot of attention lately, but it is not a new problem. Many of these problems begin with bullying and teasing and escalate to violent aggressive behavior. Bullying is when a stronger, more powerful person hurts or frightens a smaller or weaker person deliberately and repeatedly. Bullying affects everyone in the classroom. Young victims get hurt and the people around them get distracted, intimidated and upset. Bullying prevents children from feeling safe.

Mini University is committed to stopping bullying, teasing, and aggressive behavior. The first step is creating a positive environment where everyone feels safe, accepted, and valued. Many of the ideas that we use come from the book, *The Bully Free Classroom* by Allan L. Beane, Ph.D. We take violence and aggressive behavior very seriously. We like to work proactively, preventing issues and problems, but that is not always possible. We request that if your child is having any difficulties with other children and they talk to you about it at home, please let us know as soon as possible so we can address the situation before it escalates.

It is our goal to create a safe and enjoyable environment for all children. With your help we can accomplish this goal.

Preschool Program Philosophy...

Ohio Department of Education Core Themes

1. All children are born ready to learn
2. Environments matter
3. Relationships are influential
4. Communication is critical

Families who select a Mini University preschool are kept well informed of the latest educational initiatives, such as the Ohio's Early Learning and Development Standards. These standards serve as a basis for what students should know and be able to do at each grade level, beginning with preschool.

Creative Curriculum for Preschool

Mini University uses *The Creative Curriculum for Preschool*, aligned to the Ohio's Early Learning and Development Standards, as the educational framework for Preschool. Information provided by Teaching Strategies, creators of *The Creative Curriculum* describes this framework as follows:

The Creative Curriculum for Preschool is one of the country's leading research-based preschool curricula, which applies the latest theory and research on best practices in teaching and learning. It is based on five fundamental principles:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

While keeping the original environmentally-based approach of earlier editions, *The Creative Curriculum for Preschool* clearly defines the teacher's vital role in connecting content, teaching, and learning for preschool children.

The Creative Curriculum for Preschool balances both teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. It provides clear guidance on the teacher's role in addressing content in literacy, math, science, social studies, the arts, and technology, yet never loses sight of the primary importance of social/emotional development in children's learning.

*Although your
child is
just beginning his/her
educational journey,
rest assured
Mini University's
teachers will meet
or exceed these
standards to ensure
your child has a
strong academic
foundation
for future
school success.*

Sample Preschool Schedule...

Refer to the Schedule posted in your child's class for information specific to your child's room.

Arrival, breakfast, and choice activities: Review the plans for the day. Conduct a health and safety check (e.g., refill bathroom supplies, remove any broken or torn materials, check outside for trash). Prepare interest areas (e.g., add new materials, mix paint, set out ingredients for a cooking activity, collect materials needed for small groups). Greet each family and child as they arrive. Help children store belongings; respond to the "question of the day"; and select an activity (e.g., toys and games, drawing, continuing to work on a project, looking at books, listening to recorded stories, or using the computer). Talk with individual children, and supervise a self-service breakfast.

Group meeting: Give a signal to gather the group together. Start with a welcome song; discuss attendance and job charts; invite children to share news; discuss the "question of the day"; record children's ideas; lead a song or fingerplay; conduct an activity or discussion related to a study topic; discuss plans for the day; and introduce any new materials added to interest areas.

Read-Aloud: Focus children's attention by beginning with a song or fingerplay that ends quietly. Read a story or discuss a book related to the topic of the class's current study.

Outdoor choice time: Supervise children who are using the playground toys and equipment (e.g., swings, climbers, and slides). Observe and interact with children as they jump rope, play ball games, blow bubbles, explore nature, and so on. Lead activities related to a study or assist games and movement activities that promote large-muscle development. Help children put away or carry in toys and materials, hang up jackets, use the toilet, and wash their hands.

Lunch: Help children prepare the tables for lunch. Eat with the children to encourage conversations about the day's events, the meal, and other topics

that interest them. Guide children in cleaning up after lunch, brushing teeth, setting out cots or mats, and preparing to rest.

Read-Aloud: Introduce a new story or reread a familiar one, asking questions and involving children in the reading.

Rest time: Help children relax and get comfortable. Supervise the rest area at all times. Provide quiet activities for children who do not sleep. Adjust the length of rest time to suit the age of the group and the needs of individual children.

Snack, choice time, and small groups: Set up a self-service snack so children can serve themselves as they get up and transition to an activity (selecting an interest area or participating in a small-group activity). Give a 5-minute warning and help children clean up.

This information is based upon the recommendations of *Teaching Strategies* and the *Creative Curriculum for Preschool, Vol. 1 The Foundation* (p. 83-86) © 2011.

Kindergarten Readiness...

Over the past several years, Kindergarten “readiness” has received a great deal of attention.

Mini University has always been focused on achieving positive child outcomes to ensure all young children have the social-emotional foundation to achieve future academic success. We also stay informed of the latest research in early learning, to provide the very best for the children enrolled in our programs.

The Dayton Region’s **School Readiness Formula** was developed with input from Ohio’s Early Learning Content Standards, the Ohio Department of Education - Ready Schools Resource Guide, as well as input from preschool teachers, Kindergarten teachers, principals, higher education faculty and staff from the Dayton Region, and Northern Kentucky University. Development of the following School Readiness Formula was facilitated by ReadySetSoar, the Dayton Region’s early care and education initiative. Please go to www.readysetsoar.org for more information.

School Readiness Formula

Ready Families (Parents)

- Provide loving, stable, caring relationships and environments for children
- Read with children at least four times a week
- Talk with children throughout the day, ask questions and hold engaging conversations
- Take children for well-child check-ups and establish a home doctor
- Provide nutritious meals and opportunities for ample physical activity

Ready Communities

- Offer and support official AWEsome Moments and other fun learning experiences for caregivers and young children that incorporate Ohio’s Early Learning and Development Standards and that help children develop the Kindergarten Entry Attributes.

- Provide accessible healthcare for all children
- Work with providers across a variety of settings to offer high-quality child care and other early learning opportunities

Ready Schools

- Maintain Kindergarten entry practices that welcome all age eligible 5 year olds and are ready to support the diverse learning needs of all children
- Partner with early learning providers to advocate for quality early learning experiences for young children
- Look beyond risk factors and build upon the social, emotional, physical and cognitive skills of all children as they transition from home or preschool to Kindergarten
- Partner with families to help every child learn and reach his or her potential

Ready Children

All children who are 5 years old by either August 1 or September 30, as determined by the school district, are eligible to enter Kindergarten in Ohio. Professionals from early care and education, elementary schools, and higher education have identified some expected attributes for children at the beginning of Kindergarten. These attributes are research-based and developmentally appropriate for children entering Kindergarten, and are a guide to help parents and educators provide the best experiences for young children.

Play is so important to optimal child development that it has been recognized by the United Nations as a right of every child.

-American Academy of Pediatrics

Kindergarten Entry Attributes

Social and Emotional

- Expresses his or her own wants and needs
- Listens to adults/others and follows simple instructions
- Follows simple rules and routines
- Takes turns and shares when playing with other children
- Separates from parents/families without being upset

Physical Development

- Dresses and meets toileting needs independently
- Uses pencils, crayons and scissors
- Skips, jumps, hops, and catches

Math

- Identifies and names numbers 0 to 9
- Counts by touching objects one at a time and saying the numbers in order
- Sorts objects by attributes such as color, size, or shape
- Shows understanding of general times of the day

Language

- Listens to stories read to him or her
- Answers questions
- Tells the difference between print and picture
- Recognizes letters of the alphabet, at least those in first name, and some others
- Recognizes and writes name
- "Writes" or scribbles notes, letters, stories
- Holds a book correctly
- Recognizes and says simple rhymes

School Readiness Formula and Kindergarten Attributes (2011) reprinted with permission from ReadySetSoar.

Ready Families + Ready Communities + Ready Schools = Ready Children

Teachers actively promote positive outcomes for all children through thoughtful assessment, well-implemented curriculum, and effective teaching practices.

-NAEYC

Handwriting without Tears: Get Set for School

Mini University uses the Get Set for School resources and materials in the preschool classrooms. The Get Set for School materials and resources provide a developmental approach that is based on the research of how children learn best.

The Get Set for School program incorporates child-friendly opportunities, such as music and movement to engage children in lessons and several various manipulatives to build fine and gross motor skills. The Get Set for School activities teach body awareness, cooperation, taking turns, listening, crayon grip, drawing, building, letter and number recognition, capital letter and number formation.

Physical development and social/behavioral skills are extremely important in preschool. Children need to develop both fine and gross motor skills to be able to learn to write. These skills are predictors of future school success. At Mini University we believe in providing a developmentally appropriate environment and materials to teach children these essential skills.

School Age Program...

The oldest children in a Mini University center are the school age children, affectionately referred to as “the Seniors.” These children range in age from 5-12 years old, and, depending on the center, may be divided into 1-2 classrooms.

The emphasis in our school-age program and Summer Camp is placed on group activities that stress cooperation and respect for others. The children are allowed time to explore, reflect, and socialize with their friends. The classrooms are fun, exciting and developmentally appropriate for the students.

School age children are allowed to run short errands inside the building or use the restroom alone or in groups of three without adult supervision as long as the children are within hearing distance of a teacher. The teacher checks on the children regularly until they return to the group, and the restroom is for the exclusive use of the center.

School Transportation

Currently transportation to some local schools is only available at our university-based centers. See an administrator at the Front Office to identify bus/school routes. Parents need to sign permission forms for their children to be transported to and from school. The number of children riding to/from each school determines the school bus routes. Children will not be permitted to walk to or from the bus unsupervised. The vehicle driver will notify the center via cell phone if a child has not shown up to ride the bus. The elementary school office and parents will be contacted to determine the location of the child. The vehicle will not leave the elementary school until the child is accounted for. Parents are asked to notify Mini University by 1:30 in the afternoon if their child is not going to ride the Mini University bus that day.

Elementary School Closings

When schools are closed (often because of the weather), every effort will be made to accommodate the School Agers. Parents are asked to call by 9:00 a.m. if their child’s school is closed for the day and they would like their child to attend the center. This allows for appropriate scheduling of School Age teachers. If schools close during the school day, Mini University vehicles will transport the children to the center. Although this occurs very rarely, if the center has to close, all School Age parents or Emergency Contacts will be notified that they need to make arrangements for care.

Homework and Quiet Time

Homework is a family decision. Parents choose whether their children are to work on their homework during Mini University time or save this to be completed at home. Children often need time to play after a long day in school. An afternoon snack is offered during this break also. A quiet time is provided during which homework, reading or other quiet activities can be done. (Teachers may not take responsibility for checking homework.) This is also a time for children to work in groups on long term projects and socialize.

Sample Before and After School Schedule

7:00-8:30

Breakfast and Projects.

3:00-4:15

Snack/Free Choice / Projects.

4:15-5:00

Music and Movement / Outside Time / Book Reading / Table Games / Homework.

5:00-6:00

Math and Literacy Activities / Projects / Departure.

Field Trips and Transportation...

Mini University, Inc. maintains vehicles for transporting children on field trips and routine trips. The Mini University vehicles are equipped with cell phones.

Staff and parents may never transport children (other than their own) in their privately owned vehicles for any function associated with Mini University, Inc. Appropriate behavior is expected of all students participating in a field trip and/or riding in any Mini University vehicle.

Field Trips

Field trips are a regular part of Mini University preschool and school age classrooms. Teachers plan field trips to places such as farms and grocery stores to bring real life experiences to what is being studied in the classrooms. Other field trips may be to local park settings for fun and exercise or to historical museums where history can come alive. Parents are always welcome on trips!

Pertinent information regarding field trips and routine trips is posted for parents prior to the excursion. Written parent/guardian permission is required prior to all trips. Most routine trips are within walking distance of each center. These policies are followed on field trips and routine trips:

- Each child must wear a seat belt (only one child per belt) or be secured in a car seat.
- The number of children in a vehicle is limited to the appropriate amount for that vehicle.
- Children are assigned to specific staff members for all trips.
- Vehicles are exited and boarded at curbside.
- At no time are children left unattended in vehicles. Drivers will check vehicles at each destination to make certain all children are out of the vehicles.
- No smoking is permitted in vehicles.
- Drivers are at least 25 years of age.
- Annual safety checks are completed on all vehicles. Documentation is on file.

- A first aid kit and a person trained in first aid are available while on the trip.
- Every child, while on the trip, must wear a name tag, tee shirt or vest with the center name, address and telephone number.
- Teachers must have signed permission slips, emergency forms and health records for all children on trips.
- Clear safety rules are explained and carried out at all times.
- Field Trip and Swimming Supervision: Attendance (face to name and head counts) is taken multiple times on all trips, including swimming.

Swimming and Water Safety

Written parent/guardian permission is required for all recreational or instructional swimming and water play activities. Parents also need to indicate whether their child is a swimmer or non-swimmer. Classroom teachers review swimming and/or water safety rules with children each time they participate in water activities. Mini University staff actively supervise children at all times in addition to lifeguards of the recreational or instructional swim program. All Summer Senior swimming activities take place in local pools. Toddlers and preschoolers participate in water play activities on the playgrounds.

Summer Camp Sample Field Trips

All Day Field Trips-2 trips each week!

- Museum of Natural History & Science
- Boonshoft / Englewood MetroPark
- Wegerzyn Gardens
- Wright Patterson A.F. Base National Museum
- Coldstone Creamery / Aullwood Gardens
- COSI / Prairie Oaks Metro Park
- Houston Woods / Miami University Rock Climbing Wall
- Columbus Zoo & Aquarium
- Cincinnati Zoo & Botanical Gardens
- K-12 Gallery / Cox Arboretum

Management of Illness and Medications...

The Communicable Disease Chart is located in the Front Office Area. Any child exhibiting any of the following symptoms is considered to be carrying a communicable disease and may not be admitted to the center.

Mini University provides children with a clean and 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 your child may experience more frequent illnesses initially. We observe all children as they enter the program to quickly assess their general health. We ask that you not bring a sick child to the center, as any sick child will be sent home! Please also plan ahead and have a back up plan in place if you are not able to take time off from work/school.

A child with any of the following symptoms will be immediately isolated and discharged to the parent or emergency contact:

- Temperature of 100 degrees F - in combination with any other signs of illness
- Diarrhea (more than three abnormally loose stools within a 24 hour period)
- Severe coughing (causing the child to become red in the face or to make a whooping sound)
- Difficult or rapid breathing
- Yellowish skin or eyes
- Redness of the eye or eyelid, thick and purulent (pus) discharge, matted eyelashes, burning, itching or eye pain.
- Untreated 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 infestation
- Vomiting more than once or when accompanied by any other sign of illness
- Sore throat or difficulty swallowing

Any child demonstrating signs of illness not listed will be isolated and carefully observed for symptoms. The parent will be notified. If a child does not feel well enough to participate in center activities the parent will be called to pick-up the child. Anytime a child is isolated they will be kept within sight and hearing of a staff member. The cot and linens used will be washed and disinfected before being used again.

Parents will be notified by a sign on the door if children have been exposed to a communicable illness. Children will be readmitted to the center after at least 24 hours of being free of fever without medicine and other symptoms. If they are not symptom free a doctor's note will be required stating that the child is not contagious.

Medications

The center will administer medications to a child after the parent completes a Request for Medication form one time per day. All proper sections must be completed and the medication handed to the Front Office each day. Medications will be stored in a designated area inaccessible to children. Medications may NOT be stored in a child's cubbie or bookbag. The only exception to this requirement is for schoolage children that require the immediate use of an inhaler for a medical condition. Schoolagers only will be permitted to maintain control of their inhalers. Parents must sign a release form stating that they are permitting their child to have access at all times to the inhaler. The child must keep the inhaler on his person at all times, it may not be stored in a cubby or bookbag. Anytime the child is unable to maintain control of the inhaler it must be handed directly to the staff member responsible for the child. **Based on national safety recommendations, Mini University will not administer any over-the-counter cold and cough medicines to children younger than age 4.**

Safety and Supervision Policies...

Mini University, Inc. is licensed to operate child care centers by the state of Ohio. Due to this fact, there are state laws that must be strictly adhered to at all times for the health and safety of all children and staff members.

The following information is required by the Ohio Department of Job and Family Services to be included in the Family Handbook.

- An adult supervises all children at all times.
- Each child must be clocked in and out upon arrival and departure by the parent or guardian at the Front Office. The parent or guardian must accompany the child to the appropriate classroom. Attendance is taken upon arrival and departure of each child.
- Telephones are available for use in case of an emergency.
- The Program Administrator conducts fire drills and tornado drills at varying times each month. A record of drills is maintained. Attendance is taken after each drill.
- In case of a tornado or severe weather, children are taken to and seated in the hallway. Staff members remain with the children at all times.
- Infants are placed in evacuation cribs and removed to a safe designated area in case of fire or severe weather.
- An Emergency Medical Plan is posted in the office by the telephone and in each room, explaining what to do in case of fire or weather alerts. Diagrams showing primary and secondary evacuation routes are also posted.
- All outlets in the center are covered with safety caps, or equipped with manufactured child protected plates. Safety outlets are marked to indicate they do not need safety caps.
- An Incident/Injury Report will be available to parents on the day of an incident.

• Incident Reports are completed and given to the person picking up the child, on the day of the injury:

- o An illness, accident, or injury which requires first aid treatment.
- o A bump or blow to the head.
- o An injury requiring emergency transportation.
- o An unusual or unexpected event that jeopardizes the safety of a child.

The center shall also contact licensing personnel from the appropriate ODJFS office within 24 hours when there is a “general emergency” or “serious incident, injury or illness.” The report will be provided to licensing staff within 24 hours of the incident.

Universal Precautions

The term “universal precautions” is used by health care professionals and means all patients are treated in the same manner, regardless of known or unknown infectious disease. The universal precautions used by all Mini University employees administering any type of first aid ensure the health and safety of the child and the employee. Any time any first aid is administered, all persons are treated as if they have an infectious disease.

*Young children
must be
within sight and
sound of
an adult
at all times.*

-ODJFS Child Care Licensing Regulations

Emergencies and Accidents...

General Emergencies

Environmental Situations or Threats of Violence

1. Threats of Violence – An administrator shall call Security or Public Safety and notify them of the situation. If at all possible, the children and staff are quickly and quietly evacuated from the building to a safe area. Efforts are made to isolate the situation or person as much as possible. Security personnel are in charge of emergency situations.

2. Loss of Power, Heat or Water – If the loss of power, heat or water occurs and is projected to not be temporary, the center will close. Considerations are given to the risk of the health and well being of children and staff, the amount of natural light in the center, the temperature in the center and the ability and necessity of heating food and formula. Parents and/or emergency contacts are called to pick up the children within the hour. A sign is posted on the door about the emergency closing when staff leave the building.

3. Emergency Evacuation of Centers – Buildings have been identified for each center to use in case of an emergency or evacuation. All of the locations are within walking distance. (Older children will walk and Infants are transported in the buggy and strollers.)

In Case of Emergency...

1. No child is left alone or unsupervised.
2. If any question of back or head injury exists, the ambulance is called and the child remains on the accident site until moved by a paramedic. The child's health and medical records shall be taken with the child to the hospital.
3. In the event that a child must be transported, and appropriate permission is on file, a staff member shall accompany the child with his/her medical records to the emergency facility. An Incident/Injury report is available to the parent picking up the child from the center on the day of the accident.
4. In the event a child requires medical attention, but it is not a life threatening situation, the child shall remain at the center and the parents are contacted to transport their child to a medical facility.

5. Parents are notified immediately and informed of the situation. At this time parents are told of the location of their child, whether the child is kept at the center or transported to an emergency facility.

6. In the event a child or staff member has become ill or injured and 911 has to be called, all decisions for medical care are left to the emergency medical team. While waiting for the ambulance after calling 911, one of the staff members trained in the administration of emergency First Aid attends to the child or children involved in the emergency.

7. Those children not involved in the emergency are supervised in the area or taken to another area where appropriate supervision can be maintained.

First Aid and Other Basic Health Training

An essential element of a Mini University operated program is the proactive manner in which all aspects of program operation are handled. No aspect of program operation is more important than the provision of a safe and healthy environment for all children, families and staff. NAEYC Accreditation criteria outline specific guidelines, which all Mini University operated programs follow. These criteria cover the prevention of accidents and illness, health and safety training for staff and children and effective ways of handling emergency situations should they arise.

The state of Ohio requires all child care centers to have at least one staff member trained in the following areas during all hours of operation:

1. First Aid
 2. CPR
 3. Child Abuse Recognition and Prevention
 4. Recognition of Common Childhood Illnesses
- NAEYC criteria require that, "At least one staff member, who has certification in emergency pediatric first aid treatment, CPR for infants and children, and emergency management of choking from a licensed health professional, is always present." Mini University has exceeded both of these requirements.

Additional Information...

Toys and Things from Home

Sharing is an emerging trait in young children. Many classrooms have a special day once a week for “Secret in a Sack” or “Show and Share”. This provides your child with the opportunity to share a special small toy or book with the class. Parents are asked to help their child understand it is not wise to bring valuable toys or things he/she may not want to share with other children. It is normal for children of all ages not to want to share their possessions.

Clothing

Children’s clothing is very similar in size and styles and needs to be clearly marked with your child’s last name or initials. We urge you to consider washable and comfortable play clothes that your child can manage as much as possible. Because the children spend part of each day outdoors, they also need to be dressed according to weather conditions. Safety alert: long, dangling jacket or sweatshirt drawstrings, backpack straps, and long scarves can get caught on playground equipment and tricycles. Please remove these drawstrings or straps! This also includes hood and neck drawstrings. Shoes should be closed toe such as tennis shoes. Sandals should be avoided. We also ask each family to provide two complete sets of extra clothing. Mini University, Inc. does not assume responsibility for loss or damage to clothing or any items brought from home.

Weather Related Closing

Mini University, Inc. does not anticipate closing, but the centers are under the direction of our sponsoring organizations in such situations. In the case of severe weather in the Dayton/Oxford areas, please listen to the local television and radio stations.

Late Pick Up

Parents are asked to call the center if they know they are going to be late. It is difficult for children and staff when a child is left without knowing why.

Beyond Center Closing Time – EMERGENCIES ONLY: If the child remains in the center after the

center is closed, the family account is charged \$25.00 per child for each 15 minutes or fraction thereof. (Counties do not pay late fees, these are the responsibility of all parents.) No grace period is given, and any family who frequently picks up their child late will be disenrolled. This information is also available in the Financial Policies.

Custody Situations

Court orders or divorce decrees, granting temporary and/or permanent custody, are required from the parents when necessary. This information is shared with the child’s teacher; however, the confidentiality of all parties is respected. The center’s focus is on the child’s interests. A parent of a child enrolled at the center who is not the child’s residential parent is permitted unlimited access to the center and is afforded the same rights as the residential parent unless there is court documentation limiting access and conditions of the nonresidential parent. Upon entering the center, the parent or guardian shall notify the administrator or designee of his/her presence.

Authorization for Picking up Children

All parents must give written authorization for anyone to pick up their child. This is done by completing the appropriate section on the child’s enrollment form or by giving a written note to the Front Office. Anyone picking up a child must be sixteen years of age or older. Anyone coming into the center is visually identified. Anyone unfamiliar to the person at the Front Office must present a picture I.D. before having any contact with and/or leaving with any child.

Parents: Please let all of your Emergency Contacts know our policy regarding picture I.D.’s. We do not mean to offend anyone with this policy, and we have found grandparents to be especially sensitive to this. For the safety of the children, we ask everyone for a picture I.D. if we do not recognize them. We apologize for not knowing all of the grandparents!

Advisory Board

Mini University, Inc. has established an Advisory Board for each center which is comprised of approximately 15-20 members. The membership at each center reflects the broad concerns of the center and generally includes:

1. Parent representatives from each age group (Infant, Toddler, Preschool, and School Age).
2. Representatives from various outside groups and departments involved with the center.
3. Mini University representatives including a teacher and administrator.

The program, the Vice President or President, and a list of current Advisory Board members is available at the front office.

Duties of Advisory Board Members

1. Attend as many meetings as their schedule permits.
2. Assist the center as needed to improve programs, services and operations.
3. Act as spokespersons for the center to communicate the center's role to the community.
4. Annually observe classrooms to formally assess the program, and provide feedback to Mini University and the Advisory Board as a whole.

If you are interested in serving on the Advisory Board, please submit a letter of interest to the Program Administrator.

Termination of Enrollment

After reasonable efforts have been made to integrate a child or family into the program, a child's enrollment may be terminated if the child or family is deemed chronically disruptive. This is an extreme circumstance and is only contemplated in the event that all other options to resolve an issue have been exhausted. Generally, a family would be involved in at least 3 conferences with the Teacher, and/or Administrator and receive at least one written warning prior to being disenrolled. During one of these conferences a Plan of Action will be developed in an effort to improve the behavior of

the child or family. All attempts will be made by Mini University to successfully resolve the problem; however, parents are equal partners in this process and are expected to work with Mini University to resolve issues.

Immediate termination will result should an adult in any way harm another person or commit an unlawful act during normal center hours or at any Mini University sponsored event. Failure to make timely payments will also result in the child(ren) being disenrolled from the center.

*Young children are
integrally connected
to their families...*

*All communication
between programs and
families should be
based on the concept
that parents are
and should be the
principle influence
in children's lives.*

-NAEYC Accreditation
Criteria & Procedures

As essential as they are, we aren't born with the skills that enable us to control impulses, make plans, and stay focused.

We are born with the *potential* to develop these capacities—or not—depending on our experiences during infancy, throughout childhood, and into adolescence.

Our genes provide the blueprint, but the early environments in which children live leave a lasting signature on those genes.

This signature influences how or whether that genetic potential is expressed in the brain circuits that underlie the executive function capacities children will rely on throughout their lives.

These skills develop through practice and are strengthened by the experiences through which they are applied and honed.

Providing the support that children need to build these skills at home, in child care and preschool programs, and in other settings they experience regularly is one of society's most important responsibilities.

Center on the Developing Child at Harvard University (2011). Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function: Working Paper No. 11. <http://www.developingchild.harvard.edu>

Mini University, Inc.

Providing

Quality Early Care and Education

**for the following
organizations:**

Miami Valley Hospital

Mini University, Inc.
28 Hill Street
Dayton, OH 45409

937.208.4500

937.224.0230 Fax

Hours of Operation: Monday - Friday
6:00 a.m. - 6:00 p.m.

Montgomery County

Montgomery County's Mini University
40 Vista View Drive
Dayton, Ohio 45402

937.461.9027

937.461.6967 Fax

Hours of Operation: Monday - Friday
7:00 a.m. - 6:00 p.m.

Miami University

Mini University, Inc.
401 Western College Drive
Oxford, Ohio 45056

513.529.8383

513.529.8388 Fax

Hours of Operation: Monday - Friday
7:00 a.m. - 6:00 p.m.

Wright State University

Mini University, Inc.
3640 Col. Glenn Hwy.
Wright State University
Dayton, Ohio 45435
(Located at the intersection of University Blvd.
and Wright State Rd.)

937.775.4070

937.775.2832 Fax

Hours of Operation: Monday - Friday
6:30 a.m. - 6:00 p.m.

Home Office

115 Harbert Drive
Beavercreek, Ohio 45440

937.426.1414

937.426.5650 Fax

1.877.429.9400

MINI



University, Inc.

www.miniuniversity.net

