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Parent Policy & Guide Book

2019-2020

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INTRODUCTION

Welcome to the Co-op Family Center! We are thrilled to have your child join our wonderful learning community and looking forward to supporting your journey with us, the best way we can.

The purpose of this manual is to introduce you to the Co-op Family Center, in Spencer View Family Housing at the University of Oregon and acquaint you with the policies and procedures, which apply to your family's enrollment at the Co-op Family Center.

All policies and procedures in this policy book are effective September 1, 2019. This policy manual supersedes all previous policies and procedures of this center, both oral and written, and past practices.

The Co-op Family Center reserves the right to make changes, updates, deletes, or add to these policies and procedures at any time. All changes to the policies and procedures in this manual can be revised upon approval of the Board of Directors and the Executive Director. Notification of all changes will be put in writing and distributed to all parents.

WHO WE ARE?

Mission

The Co-op Family Center provides affordable high-quality education for children. Our community is a cooperative effort between families and center staff to raise happy, healthy and socially confident children.

Objectives:

The primary objectives of the Co-op Family Center are to:

1. Provide affordable quality childcare;
2. Involve parents in the care and education of their children;
3. Improve parenting skills through Center-provided resources;
4. Provide a model for the University, employers, and other interested groups as to the benefits of co-operative childcare; and
5. Emphasize the family as the focus of childcare.

Goals:

1. Recognize that each child is a capable protagonist in their learning
2. Cultivate a community that is built on consistent, supportive relationships
3. Involve parents in the daily care and education of their children
4. Empower children to express themselves fully through many different mediums
5. Foster in children an awareness and appreciation of nature

HISTORY

The Co-op Family Center is a nonprofit organization that has served University of Oregon (UO) student families, faculty, and community members in Eugene, Oregon for the past forty years. Our school's educational philosophy has evolved over the forty years of our existence and continues to evolve as we learn from each other, our children, our families and from our research. We are a Reggio Emilia inspired school, based on an Italian child-centered philosophy. Based on our philosophy, we always put the child's experience and discovery at the center of our theoretical thinking and work.

In 1978, the Co-op Family Center (formerly known as Amazon Co-op) started as a true cooperative in which UO student families traded time in order to support their childcare needs. There were ten families involved with the Amazon Co-op during that first year. In 1984, Amazon Co-op hired a director and a full-time teacher. As this time, the Amazon Co-op was one classroom of twenty-four children between the ages of two to five years old. Parents worked extensively in the classroom and in the kitchen. Co-oping was not mandatory, but parents received a tuition credit for time spent in the classroom.

In 1994, the Amazon Co-op grew to include kindergarten and school-age classrooms, and later that year, we included an infant/toddler program. The Amazon Co-op had a center director, five full-time teachers, and many work-study students from the University of Oregon working in the classroom. In 1996, the Amazon Co-op moved into a new building in Spencer View Student Housing and became the Co-op Family Center.

The Co-op Family Center has continued to grow and now provides childcare in six classrooms between infant and school age, serving more than 100 children. The Co-op Family Center currently employs a full-time Executive Director, Pedagogical Coordinator, Business Manager, Kitchen Coordinator, 11 Lead teachers, 2 part-time teachers providing extra coverage as needed, and 45-50 University of Oregon students. Since the spring of 2001 the Co-op Family Center has been a contracted program with the University of Oregon to continue its mission of providing early childhood education for University of Oregon students, faculty and staff.

RELATIONSHIP WITH THE UNIVERSITY OF OREGON

The Co-op Family Center has been associated with the University of Oregon for its entire 40-year history. As a U O affiliated childcare program, we strive to meet the needs of all children by providing an environment where children are encouraged to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials without limitations or biases, and to pursue their own interests in the context of life in their community and the world.

As a UO affiliated childcare program, we continue to ensure and provide a learning environment that fosters respect for the responsiveness to the individual culture and beliefs of all families in the programs and the

community. We have adopted the Standards for Childcare Services guidelines. The guidelines were established by the UO Committee on Child Care and Family Support, Policies, and Procedures for operation of childcare services serving the UO community. The services guidelines include, but are not limited to, accessibility to campus, fee schedules, hours of operation, the annual operating calendar, and is commitment to continue and demonstrate responsiveness to these needs, as described by the “UO-Affiliated Child-Care Programs Statement of Philosophy.”

The Co-op Family Center has also fostered relationships with Moss Street Children’s Center and Vivian Olum Child Development Center. The three center directors meet regularly to discuss and support current childcare needs. We intend to maintain and develop this relationship with other childcare centers on campus and the parenting community at large. The Co-op Family Center’s Executive Director is affiliated with the University of Oregon Family Alliance Directors committee and collaborates on various initiatives associated with the well-being of UO student families.

RELATIONSHIP WITH THE LARGER EDUCATIONAL COMMUNITY

The Co-op Family Center values its relationship with the educational community. We open our facility to other educators as a role model of the Reggio Emilia philosophy and as a parent cooperative. Many of our staff have provided workshops and education presentations at OAEYC, NAEYC, and NAREA (North America Reggio Emilia Alliance) and IDEA (The Institute for Democratic Education in America). We also provide practicum opportunities for Lane Community College ECE students. Three staff members published an article for the North American Reggio Emilia Alliance’s Innovations, a respected early education journal.

The Co-op Family Center has recently joined United Way of Lane County Early Childhood Stakeholder Committee. Our commitment to the United Way Committee will allow us to learn more about the broader needs of our community and of services that might benefit UO student families.

Finally, over the past eighteen years the Co-op Family Center has collaborated with South Eugene High School by offering opportunities for high school students to gain knowledge and experience related to early childhood education within the classroom.

VEHICLE OF RESEARCH/UNIVERSITY STUDENT-PRACTICUM

The Co-op Family Center invites collaboration with the UO Department of Education and is open to conducting research in child development and education. The Co-op Family Center provides internship and observation opportunities for Early Intervention Program, the College of Education, Family and Human Service Program, Environmental Studies Program, and the School of Planning, Public Policy and Management on campus. Students from the Early Intervention Program and Family and Human Services Program have completed internship requirements in our classrooms.

STATE OF OREGON CERTIFICATION

The Co-op Family Center is licensed by the State of Oregon Early Learning Division and is inspected regularly by a licensing specialist. We comply with all Oregon rules and a copy of these rules and regulations are available in the office for your reference.

QUALITY RATING IMPROVEMENT SYSTEM (QRIS)

Since September 2013, the Co-op Family Center became a pilot program in the Oregon Quality Improvement and Rating System (QRIS). The Oregon QRIS is part of former Governor John Kitzhaber's program for excellence in education and aims for the same high standards as NAEYC. The QRIS uses a set of progressively higher program standards to both support improvement and to evaluate the quality of licensed childcare and early learning programs.

Since April 2015, the Co-op Family Center has been rated a 3-star program in the Oregon Quality Improvement and Rating System (QRIS). The QRIS is part of Oregon's program for excellence in education and aims for the same high standards as NAEYC. The QRIS uses a set of progressively higher program standards to both support improvement and to evaluate the quality of licensed childcare and early learning programs.

CO-OP FAMILY CENTER EDUCATIONAL PHILOSOPHY

The Co-op Family Center's philosophy has continually evolved since it began in 1978, as a true parent cooperative, we learn from each other, our children, our families and from our research. The Co-op Family Center has always put the child's experience and discovery at the center of its philosophy. In 1999, our philosophy was given new life and clarity when our staff learned of the innovative work being done in the infant/toddler centers and preschools of Reggio Emilia, Italy. The ideas coming out of Reggio were a natural fit with the Co-op Family Center. We now look to Reggio for inspiration and wisdom as we continue to create a school that meets both the needs and dreams of children and their parents. Following are some of the fundamentals of our Reggio-inspired philosophy that explain how the Co-op Family Center views children and their learning experience.

- **IMAGE OF THE CHILD**

The Co-op Family Center's philosophy is built upon an image of children as curious, creative, and capable citizens. We believe childhood is a precious and vital period of life that has value in and of itself, not a prologue

to “real life” that will somehow begin later in life. This belief that children are whole and important from day one when they start their journey influences many of our decisions as a school.

- **HONORING THE RIGHTS OF CHILDREN**

Our strong image of childhood leads us to acknowledge and honor the rights of children as members of our society. Among the many rights of children that we recognize are the rights to have a voice, to be heard, to feel, to try/fail/and try again, to develop relationships, to have some ownership over themselves and the right to be in a caring supportive environment. We believe these rights are inherent in children and not something we are “giving” them.

- **CONSTRUCTIVISM- HOW CHILDREN BUILD KNOWLEDGE**

The learning we strive for in our students is not an objective collection of facts that exist independently of the child. We seek to develop knowledge that is uniquely constructed by the child as they strive to build understanding through connections of experience, thought, suggestion and invention. We strongly believe that meaningful knowledge cannot simply be told to children and memorized. Memorization is an example of learning, but without understanding the underlying complex relationships and systems that make up an idea, the child cannot have true knowledge of the idea, just the ability to repeat it.

At the Co-op Family Center, we strive to facilitate children's organic learning process acknowledging that meaningful learning must come from internal motivation and curiosity and is built upon prior learning and understanding. It is learning this process of inquiry and the great joy of discovering something new we are trying to encourage in children. Children get great pleasure and satisfaction when they are pursuing their natural curiosities and constructing a fuller understanding of the world and themselves in it. We want our students to stay connected to the joy of being the authors of their own learning. We believe this is one of the greatest ways we can support children's development as humans and as lifelong learners.

- **THE PROJECT APPROACH**

We develop the thinking of our students by building projects around their interests and curiosities. We closely observe the life in our classrooms looking for opportunities to build from the ideas coming from children’s self-initiated explorations. We take children's natural desire to learn and facilitate this process, not by giving answers, but by encouraging questioning and investigation. We approach projects in a variety of ways using various artistic medium, firsthand experiences, and material provocations to offer a more holistic investigation and therefore understanding of their curiosities. We are not looking for right answers or perfect products. Our

projects are intended to build our student's ability to develop and communicate their thinking, which is a lifelong journey.

- **RELATIONSHIPS**

We recognize that no child develops in isolation and that successful schools operate as a system of relationships. The Co-op Family Center is a community full of vibrant relationships that provide children with a strong trusting model of social inclusion and participation. We work to develop honest relationships between our students, staff, families, and the greater community. It is important for children to realize they are a connected and important part of the Co-op Family Center community.

- **PARENTS AS PARTNERS**

Established by parents in 1978, the Co-op Family Center continues in its grassroots tradition of building on the power and presence of family within the daily life of the center. We know that many parents need to spend a significant part of their day away from their children and we intend to make that as much of a positive in their child's lives as possible. We recognize parents as the child's first and most important teacher and seek their advice, collaboration, and participation as we facilitate their child's education. Parents are part of all aspects of life at the Co-op Family Center - from cleaning to teaching to being on the Board of Directors.

WHAT DOES ALL OF THIS MEAN?

All the theoretical intentions and thought that we put into this school boils down to this: we are creating a different type of school than the standard American daycare. We are a place for families to come together as part of a community and for children to have a safe and supportive environment to immerse themselves in the joys of childhood. Daily, our students play, create, experiment, get dirty, problem solve and have fun. These are life lesson plans for young children, and we are here to help guide them through this magical time in their lives.

We intend to give children an experience of education that helps them see themselves as active agents in their lives and community. We want children to know that school is a place to explore and expand the things they care about the things that spark their curiosity. It is a place to grow to become your most authentic self while learning how to contribute to and gain from their community. Over our forty years of operation, we have also grown to view the role of the arts and nature to be central to children's experience and growth at the Co-op Family Center.

These five goals are intended to help us make this image of early childhood education a reality for all our students and families. As we observe and document the life of the children in the classroom, we listen for the reflections of each child to ensure that they are all getting these experiences. Throughout the year, we create a

document for each child, a digital journey book, that tells stories of how these goals came to life in their experience at the Co-op Family Center. Each year, these stories are added to the same document, so when a child leaves the center, this journey book reveals their growth and development in these areas.

As children expand their sense of self from part of a small family unit to becoming part of the larger society in a school setting, we know this connection to family serves as their foundation. We begin our work with each child by having the teachers meet with the parents before the child begins to care. This meeting provides an opportunity for teachers to learn from the wisdom and insight that parents can offer about their children. Teachers stay in an open dialogue with parents about their children's time at school in a variety of ways.

CURRICULUM, SOCIAL-EMOTIONAL DEVELOPMENT, PHYSICAL DEVELOPMENT, LANGUAGE DEVELOPMENT, EARLY LITERACY, EARLY MATHEMATICS, SCIENCE, TECHNOLOGY, ART EXPRESSION AND APPRECIATION, HEALTH AND SAFETY, AND SOCIAL STUDIES

The Reggio Approach to early childhood education is brought to life in our classrooms by creating a project-based curriculum around the curiosities and interests of the children that we have observed during times of free-play in the classroom. Building our teaching around the student's thinking helps provide a meaningful and self-motivating context in which to learn. We facilitate the learning process not by giving answers, but by encouraging the children to question and investigate their theories. Once we have identified an idea that has the potential for further exploration, we begin a process of Negotiated Curriculum.

In the Negotiated Curriculum, we begin by bringing an idea directly to the class to assess interest and current understanding in the classroom and to make sure the children are connected to the idea. From there, we get a sense for where their curiosities lie and what our first steps will be in provoking their thinking further. We design provocations that allow children to play with the idea and see or experience it in a new way. Teachers then reflect on the experience and formulate the next step to bring to the children, constantly building from and responding to what we are seeing and hearing from the students. The back and forth process continues until children have reached a satisfactory conclusion in their pursuit or until the class develops a new curiosity, leading to a new process of negotiation. Instead of separating fields of knowledge into isolated subjects, we look for opportunities in this negotiated learning process to use science, literacy, social studies, math, movement, and expressive languages as tools to build understanding around the subject being explored.

ENSURING ALL CHILDREN HAVE MANY AND VARIED OPEN-ENDED OPPORTUNITIES AND MATERIAL TO EXPRESS THEMSELVES CREATIVELY THROUGH MUSIC, DRAMA, DANCE, AND TWO/THREE-DIMENSIONAL ART

Our philosophy views expressive materials and arts as languages. Each language offers children a unique way to know and communicate about a subject. For example, an explanation of the subject "love" through drawing

will lead children to communicate different aspects than if they were thinking through dance or sculpture. We believe children naturally express themselves and learn through a hundred languages, so throughout the process of negotiated curriculum, we ensure that children are given opportunities to use a great variety of artistic languages, allowing them to understand the subject in a deeper, more holistic way.

MATERIALS AND SUPPLIES TO SUPPORT THE CURRICULUM

The classrooms at the Co-op Family Center are rich with materials. We have traditional classroom materials such as blocks, dolls, and cars, but many of the materials are open-ended, or loose parts. These are materials that are not provided as toys to telegraph purpose to the children. Open-ended materials are ripe with possibilities for inventiveness as children manipulate and experiment with them. Open-ended materials include a large spectrum from natural materials (shells, stones, moss...) to recycled/repurposed materials (tubing, cork, gears...). Being open-ended, these materials are interesting enough to make children wonder about their usage potential and flexible enough to be malleable to their ideas.

In addition to toys and open-ended materials, artistic materials have a large presence in our environments. Viewing art medium as unique languages, we offer our children as many opportunities to explore their thinking and express themselves through the arts as possible. From infancy on, each of our classrooms wanders through clay, various paints (watercolor, tempera, acrylic), drawing media (pencil, marker, oil pastel, chalk) as well as less typical materials such as a wire.

The books in our classrooms serve a variety of purposes in support of our curriculum. We have parents in our classrooms make regular trips to the Public Library to keep our rooms full of fresh books that reflect areas of interest of study in the classroom. The knowledge children receive from these books helps deepen their understandings and gives them fresh information to play with as they wonder about these ideas through materials. We also use books to help us dialogue with the group about some of their experiences. When there are challenges in the social-emotional experience of the group, sometimes looking at similar feelings or challenges in a story provides a safe distance for the children to deconstruct emotions and navigate tough situations.

We also have a variety of literature that reflects the diversity of our community. There are books in our library that tell the stories of people with varying abilities and a children's book that reflects for young children the spectrum of gender identity. We also encourage our families from all cultures, to bring in music and books for the classroom that their children will be familiar with from home and that reflect their family and culture. It is important for children to hear stories, traditions, and perspectives of their culture echoed within their school community.

INSTRUCTIONAL MATERIALS

To track and develop our emergent, negotiated curriculum, the teachers use a variety of forms, most notably a Weekly Projection form. This form helps our weekly process of reflecting on what the children have been thinking about and working on and then, in response, the teachers plan material or environmental provocations to further inspire the work of the children. This form also encourages the teachers to imagine possibilities for children to explore the outdoors, to incorporate various artistic languages, and to include families in the life of the classroom.

PROVIDE A SAFE, HEALTHY, NURTURING ENVIRONMENT

We are inspired by the Reggio Emilia approach to education. One of the key principles of this philosophy is that the environment should act as a third teacher in the classroom. Inspired by theoretical perspectives of Loris Malaguzzi in *The Hundred Languages of Children*, we strongly believe in the enormous value of the classroom/school environment. We put great emphasis on creating a learning environment that supports, motivates, and promotes relations and options, and encourages emotional and cognitive situations that fosters a sense of wellbeing and security. Inspired by Malaguzzi's philosophy, we believe that all children deserve to live and work in and be surrounded by beautiful, inspirational spaces.

The Family Center also believes that staffing in the classroom contributes to a safe and nurturing environment for the children. Our child-to-teacher ratios in the classroom are lower than the state standard. By investing in more staffing in the classroom, we can provide smaller group facilitation and better oversight.

PROVIDE ASSISTANCE WITH EACH CHILD'S SELF-WORTH THROUGH ACKNOWLEDGMENT OF PERSONAL SUCCESSES AND POSITIVE REINFORCEMENT

Providing assistance with each child's self-worth is at the forefront of our center's philosophy. One of the Co-op Family Center's guiding principles is that children should be protagonists in their own education. At the Co-op Family Center, children have the right:

- To be seen and heard as strong and capable individuals with rich ideas;
- To influence their learning environment through choice and communication;
- To encounter an engaging and thought-provoking environment each day;
- To follow their own interests and intentions within their peer group;
- To have their intelligence, creativity, and full potential reflected to them to strengthen and support the development of a strong sense of self; and
- To develop meaningful relationships with their peers and teachers within a strong community of family and friends.

The Co-op Family Center also provides an open environment where children and adults can question and discuss differences in gender, religions, cultures, and lifestyles. We feel that through honesty and positive discussion, children will learn that there is strength in diversity. We would hope that through being proactive

and discussing the differences and similarities found in our families, our classroom, our center, and the community at large, we will dispel stereotypes and fear. Our goal is to provide the children with positive, healthy respect and acceptance of all human beings.

PROVIDE OPTIMAL PHYSICAL, SOCIAL, EMOTIONAL, AND INTELLECTUAL DEVELOPMENT FOR EACH CHILD

The Co-op Family Center provides many opportunities for children to expand their learning by being physically and intellectually engaged in the classroom and outdoors. The keys to learning are rooted in a child feeling nurtured and forming a sense of belonging.

The Co-op Family Center believes that developing consistent supportive relationships is fundamental. The supportive relationships we develop with the children create an atmosphere where they and their families can thrive and grow into their most authentic selves. With many of our families coming to the University of Oregon from across the United States and the rest of the world, they do not have the benefit of having extended family and long-term friendships nearby. The Co-op Family Center strives to help meet that need for learning and growing through strong relationships by providing Continuum Care for our students from infancy through kindergarten.

While providing care and education for young children in a group setting, we recognize the individual nature of each child's development and needs during their time with us. Our work on supporting each individual child on their journey begins with our intake meeting with each family before they start in our program. This gives us an opportunity to understand our students' needs, preferences, fears, and challenges, which allows us to tailor our approach for building a relationship with an individual child and helps them transition from previous care settings into our program. We recognize the vital importance of family in a young child's development.

To further meet the needs of each individual child, we operate most of our classroom at a teacher/student ratio lower than Oregon state standards. Even while operating at ratios that help us provide more individual attention, we always look for opportunities to work with our students in small group settings, where we can give even more one-on-one attention than is possible in a full group setting. The Family Center has focused the past two years on establishing small groups of children for intentional focus learning. Our classrooms all have two full-time co-lead teachers, which helps us provide our students the benefits of small group work and outstanding best-practice care.

CURRICULUM EVALUATION AND MEETING THE NEEDS OF ALL CHILDREN AND FAMILIES

Part of our approach to working through dialogue with children and families includes a constant cycle of feedback and reflection. Each week, the teams of teachers meet and reflect with the Pedagogical Coordinator on the experiences the children are having and how they inform what our next steps will be. We listen to what is and is not working from the perspectives of the parents, the student teachers and from the documented traces of the children's experience. Based on those assessments, we develop intentions and proposals for how the

curriculum should evolve in the room. On a larger scale, we reflect at the end of each year on the experiences of the children, feedback from families and our ongoing research to inform changes that we will make in our programming for the following year.

STAFF-CHILD RATIOS AND GROUP SIZE TO SUPPORT THE PROGRAM'S CURRICULUM

The Co-op Family Center believes that staffing in the classroom contributes to a safe and nurturing environment for children. Our staff-child ratios in the classroom are lower than the state standards. By investing in more staff in the classroom, we can provide smaller group facilitation and better oversight. These lower ratios also allow deeper relationships to form between students and their peers as well as between staff and children. The following is our center's staff-child ratios and group size per classroom:

The **Honeysuckle** Room (Infants) maintains a ratio of 1:3. Due to our core belief in providing young infants with considerable emotional support, we restrict our maximum group size during fall term to six infants, between the ages of eight weeks to twelve months old. In winter term, once most of our infants are older and have adjusted to care, we increase our group size to eight infants. Staffing consists of a combination of two co-lead teachers, UO student teachers, and co-oping parents.

The **Buttercup** Room (Wobblers/ young Toddlers) maintains a ratio of 1:3. This room serves children between the ages of twelve to twenty-four months old. The maximum group size was eight children, but because of our outstanding program, low staff-child ratio, and classroom size, we have been authorized by the Oregon Division of Early Learning to increase our group size to nine. Staffing consists of a combination of two co-lead teachers, UO student teachers, and co-oping parents.

The **Willow** Room (Toddlers) maintains a ratio of 1:4. This room serves children between the ages of twenty-four to thirty-six months old. The maximum group size was 8, but because of our outstanding program, low staff-child ratio, and classroom size, we were authorized by the Oregon Division of Early Learning to increase our group size to twelve. Staffing consists of a combination of two co-lead teachers, UO student teachers, and co-oping parents.

The **Juniper** Room (Preschoolers) maintains a ratio of 1:6. This room serves children between the ages of two-and-a-half to four-and-a-half years old. The maximum group size is eighteen. Staffing consists of a combination of two co-lead teachers, UO student teachers, and co-oping parents.

The **Huckleberry** (PreK/K Room) maintains a ratio of 1:7. This room serves children between the ages of four-and-a-half and six years old. The maximum group size is twenty-one. Staffing consists of a combination of two co-lead teachers, UO student teachers, and co-oping parents.

The **Cedar** Room (School Age) maintains a ratio of 1:9. This room serves children between the ages of six and ten years old. Staffing consists of a combination of a lead teacher, UO student teachers, and co-oping parents.

STAFFING PLAN - CONTINUUM CARE

The Co-op Family Center has developed a staffing plan that allows for Continuum Care, which enables continuity in the relationships between children, staff and parents. This continuity sets the stage for the deep, ongoing inquiry and connections that make our philosophy come to life. The Co-op Family Center has two lead teachers in each classroom, which ensures that throughout the entire school day, there is at least one professional lead teacher with the class, aided by UO student staff and co-oping parents.

The children move through our program as a cohort, with new children being added as space allows. One of the lead teachers from the previous year always follows the group to the next room in the summer, usually accompanied by the returning student staff, who have been with those children previously. By practicing continuum care, we allow our students to develop strong relationships with their primary care giver, which serves as a secure base for exploration and learning. Relationships between care givers and parents are also strengthened through the consistency provided by continuum care. With this system, which nurtures and sustains our youngest children's attachment to their primary care giver, we can minimize the stress of transitions and focus on supporting our families and children by providing a secure, loving and consistent environment for our students.

TRANSITION FROM CLASS TO CLASS

Transitions to the next classroom takes place during each summer as follows:

- The Honeysuckle, Buttercup, and Willow classrooms will move to the next classroom as a group with their lead teacher. (Honeysuckle to Buttercup, Buttercup to Willow, Willow to Juniper).
- The transition from Juniper to Huckleberry includes one lead teacher staying in the Juniper classroom and one lead teacher moving to the Huckleberry Room. To align with public school age of entry, children moving to the Huckleberry classroom will need to be four (4) years old by September 1st.
- Kindergarten children from the Huckleberry will transition to the Cedar Classroom.

DAILY SCHEDULE

Infants – The daily flow of the infant room is responsive to the natural patterns of eating and sleeping for each individual child. The caregiving routines are not seen as separate from the classroom curriculum, rather they are at the core of establishing the trusting environment and loving relationships that will make this a successful and supportive educational environment for our youngest students.

Wobblers – Kindergarteners – Our one to five-year-old classrooms follow a similar daily flow. Around the scheduled eating and sleeping times, the day is filled with a balance of structured project times where the classrooms follow long-term investigations based on the curiosity and concerns of the children and less-structured times, where teachers facilitate, support and provoke play as needed. These less-structured times provide children the freedom of choice to follow and develop their own lines of inquiry, which often develop into longer-term explorations.

School Age – The daily flow in the school-age classroom is different, due to the afternoon arrival time and the reality that these children have just finished a day of school. Their time is balanced between structured project work, outdoor adventures, and autonomous exploration.

DISCIPLINE – BEHAVIOR SUPPORT GUIDELINES

The Co-op Family Center also incorporates positive and healthy respect into our discipline policies. The Co-op Family Center’s discipline guidelines are based on the premise that children grow and learn best in a loving and empowering environment. We believe in guiding each child with the notion of self-worth and self-love. We encourage children’s growth through acknowledgment of personal successes and positive reinforcement. Each child’s self-worth is at the forefront of our philosophy.

Teachers use clear statements about what is appropriate and model the behavior they encourage in the children. Children are given the words and empowered to solve their own conflicts with the guidance of a teacher. Any form of corporal punishment including biting, shaking, slapping, hitting or any other means to inflict physical pain is not permitted on the premises by anyone, including parents.

All children have periods where their behavior is not appropriate for the classroom setting. Although inappropriate behavior is undesirable, it will occur from time-to-time and is part of the normal developmental process. Teachers will provide support and redirection when this happens to help the child make a more positive choice in the future. The following are the corrective steps that we put in place:

Communication: A teacher will sit with the children involved and help them verbally communicate positively how they feel and what they want. A plan and idea for positive action is established for the future.

Giving Children Space: If either of the children is not ready to talk-the child is given time to feel ready to communicate. Sometimes this will be teacher initiated if the child who hurt another child is unwilling to talk after a period of time.

Creating a Safe Haven: If the child poses a physical or verbal threat to other children and does not leave the area, teachers will physically remove the child from the area to a safe place for the child to be upset.

Cooling Down in the Office: If the child makes the classroom an unsafe place, the child will be allowed to “cool down” in the office. At this time, parents will be called, and a plan of action will be established.

The teachers will advise the child’s family members if the behavior persists. A meeting will be established where a degree of consistency is achieved both at home and in the classroom. In some situations, a child’s behavior may require a reduction or suspension of hours in the classroom. In these instances, the family member will be consulted, and options will be discussed.

We may consider dismissal for a child who displays habitual inappropriate behavior and who presents a direct threat to the safety of the other children, the staff or themselves. However, some children may not be dismissed

from the program even when their behavior is undesirable due to the child's legal rights. In this situation, additional staffing will be provided in the classroom to increase classroom safety.

BEHAVIOR MANAGEMENT PLAN STEPS

If an inappropriate classroom behavior persists the following steps will be followed in resolving the behavior:

Initial Conference: The lead teachers, director, and parents will work together to come up with a plan of improvement. A reasonable period of time to implement the plan will be established at the initial conference. Required outcome from the plan will be determined at this conference. The purpose of this meeting is to develop a consistent plan between the teachers and the parents and at times EC Cares to help the child make positive choices in the program within a reasonable timetable. Some provisions of a plan could include but are not limited to:

Creating a consistent language for redirection to be used in the classroom and at home.

Creating consistent consequences.

Determining level of support needed in classroom.

Level One: Redirection strategies are discussed. Additional support staff is not needed.

Level Two: Additional support staff is needed to facilitate interactions with other children and the classroom environment. Reduced classroom hours established. Possible outside resources, such as EC Cares, contacted for support.

Level Three: Additional support staff is needed to provide one on one shadowing to reduce contact with other children. Reduced classroom hours established. Number of reduced hours depends on staff support from EC Cares.

Follow up Plan: The lead teachers, Executive Director, at times, Pedagogy Coordinator, and parents will meet to reassess the situation at the end of the time established. If the plan is working, we will continue with the plan before meeting again to assess the situation. If the plan is not working, the lead teachers, parents and the director will examine what changes can be made to the plan. If the behavior does not change after an adjustment to the plan, the child will be dismissed from the program. The Executive Director reserves the right to dismiss a child at any time during a plan of improvement if the parents do not follow through with their share of the agreed upon plan of action or in any situation where a child proves to be an imminent threat to other children.

Appeal Process: If the parent does not agree with the plan, the parent may file complaint in writing to the Board.

BITING POLICY

Our program recognizes that biting is, unfortunately, not unexpected when young children are in group care. We are always upset when children are bitten in our program, and we recognize how upsetting it is for all parents involved. While we feel that biting is never the right thing for children to do, we know they bite for a variety of reasons. Most of these reasons are not related to behavior problems. Our program, then, does not focus on punishment for biting, but on the techniques that address the specific reasons for biting. When biting occurs, we have three main responses:

Care for and help for the child who was bitten.

Help the child who bites learn other behavior.

Work with the child who bites and examine our program to stop the biting.

Examining our program will involve classroom observations by the Director. In addition, the Director, Lead Teachers in the classroom and the parents of the child will create a plan of strategies that will be implemented for two weeks. During that time, we will keep track of the biting to see if it decreases. If we see positive outcomes, we will continue the plan.

If more direction is needed, we will go to the community for further information and support. Support may include observations of the program and the children involved by EC Cares or other child development specialists. We would then look at their findings and decide a plan of action from there. We will keep all parents informed of the situation; however, we keep the name of the child who bit confidential. This is to avoid labeling and to give our teachers the opportunity to use their time and energy to work on stopping the biting.

Our teachers express strong disapproval of biting. They work to keep children safe and to help the child who bites learn different, more appropriate behavior. We do not and will not use any response that harms a child or is known to be ineffective.

We give immediate attention, and if necessary, first aid to children who are bitten. We offer to put ice on the bite if the child is willing. If the skin is broken, we clean the wound with soap and water. If children are bitten and the skin is broken, we recommend that they be seen by their health care provider.

When children bite or are bitten, their parents are informed personally and privately the same day and are given a copy of our incident report. It is completed and signed by a Lead Teacher, the parent, and the original is given to the Director.

DISCRIMINATION AND HARASSMENT POLICY (CHILDREN)

The Co-op Family Center policy prohibits discrimination or harassment. The definition of discrimination and harassment are as follows:

Discrimination means any act that has the purpose or effect of unreasonably differentiating in treatment, based on disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, socioeconomic status and or cultural background, familial status, physical characteristics, or linguistic characteristics of a national origin group.

Harassment means unwanted behavior of a non-verbal, verbal, written, graphic, sexual, or physical nature that is directed at an individual or group on the basis of disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, socioeconomic status, cultural background, familial status, physical characteristics, or linguistic characteristics of a national origin group.

Sexual Harassment is defined as “unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.” Sexual harassment may include such actions as sex-oriented verbal kidding, teasing, or joking, subtle pressure for sexual activity, physical contact such as patting, pinching, or brushing against another’s body, or demands for sexual favors.

When there is a situation that involves an act of discrimination or harassment these are the steps that will be followed:

Communication: Teachers will talk with the children involved. Teachers will ask the child who made the discriminatory statement:

“What did you mean when you said...?”

“it is not okay to say...”

“It is hurtful to judge people based on (their religion, skin color, culture, gender or lifestyle).”

Teachers will talk to the child who was the victim of the discriminatory act:

“That was not okay for (other child) to say...”

“it is okay for you to be hurt and let (other child) know how that made you feel.”

“Would you like me to help you talk (to other child?)”

Assessment: Teachers and the Executive Director will assess the seriousness of the situation to determine the best plan of action. The plan of action will be determined by these factors:

The age of the child

The seriousness of the content in the statement or act.

Did the child know what was said was hurtful?

From this assessment, we will see what needs to be done to:

Help and protect the child who was the victim of discrimination

Help the child who made the discriminating act learn that this is not okay.

Work with the child who made the discriminating statement and examine our program to make it a safe haven for both children.

Incident Forms: Incident forms will be made up for both sets of parents describing what was said and how it was and will be handled.

Meetings: Both sets of parents will be told individually what happened and the concerns that will be addressed. Parents of the victim: Will be told about the incident, how it was handled and the plan of action that will follow. Parents of the aggressor: The lead teachers, directors and parents will work together to address this situation, so it doesn’t happen again. A period of one to two weeks will be established to implement a plan of action. The lead teachers, directors and parents will meet at the end of the time established to assess the plan of action. If the plan is working, we will continue for another two weeks before meeting again. If the plan is not working,

the seriousness of the situation and the safety and wellbeing of the children classroom will need to be examined before going further. Why wasn't the plan working? Are more people needed in the classroom to insure safe communications with the children? If this is the case, one week will be established for improvement.

Dismissal from the program: A child will be asked to leave the program under these conditions:

When the parents do not follow through with steps established at the meetings.

If after the established time, there is no improvement.

If after the plan of action is completed, there is another incident of similar discrimination. (Based on determination at assessment).

INCIDENT FORMS

Injuries/incident Forms

An Incident Report form is completed by staff:

- after an injury, physical or psychological, occurs. Not all physical contact will warrant an incident report. This information includes the date, what happened and treatment, if any. Every effort will be made to inform you if your child has an accident on a specific day and you are encouraged to talk to the lead teacher about anything you do not understand. You are responsible for keeping emergency information updated. For anything other than a minor injury, you will be contacted as soon as possible. In case of an accident, the teacher will first administer first aid. Next, the child's file will be accessed, and the parent notified. If we are unable to contact anyone, we will contact your doctor from your written emergency medical release file. The Co-op reserves the right, in the event of extreme illness or accident, to contact the emergency medical response system, if emergency treatment is required, the child will be transported to the hospital by ambulance or aid car.
- after a child hurts another child, physically or psychologically. This information includes the date, what happened, and procedures taken following the incident. Every effort will be made to inform you if your child has an incident on a specific day and you are encouraged to talk to the lead teacher for further clarity. Please sign the incident report, if you would like a copy, the teacher will make a copy for you. All incident reports are given to the Executive Director so that possible solutions and changes can be implemented quickly.

SUPPORTING CHILDREN WITH SPECIAL NEEDS AND FACULTY TRAINING

INCLUSION POLICY

The Co-op Family Center currently serves as a placement site for children receiving Early Childhood Intervention Services. We believe inclusion of children of differing abilities within our community enriches the experiences of all the children.

If a child with special needs is enrolled who needs a specific plan for caring for that child, such a plan shall be developed in writing between center staff, parent(s), and if necessary, outside specialists. All staff that works with that child shall be fully aware of the plan.

All assessment and intervention services are provided in a manner that emphasizes inclusion and full integration within the curriculum, activities and classroom procedures. Decisions about placement for a child will be based on our ability to meet the child's needs with the resources available and will be made in conjunction with the family and any other professionals working with the child to ensure on-going support for the family.

In following ADA guidelines, the Co-op Family Center will make reasonable accommodations and modifications when these are needed to serve children with disabilities. "Reasonable" means accommodations would not place an undue burden on the program and would not require a fundamental alteration of the program. Modifications can be as simple as changing policies or practices, making sure that physical barriers are removed, training staff, or providing adaptive equipment. The Co-op Family Center will provide appropriate auxiliary aids when necessary for access and participation unless this would constitute an undue burden or fundamental alteration to the program. Auxiliary aids may include large print books, basic sign language, or a sign language interpreter. In addition, our staff attends various training events in the community and at Lane Community College focused on helping them develop the skills and strategies to most effectively support children with special needs in their care.

CO-OP FAMILY CENTER ENROLLMENT POLICY

Enrollment priority shall be given in the following order:

- UO students currently enrolled at the Co-op;
- UO students new to the Co-op living in Spencer View Family Housing;
- All other UO students new to the Co-op;
- Returning UO faculty/staff families;
- Returning community families;
- New UO faculty/staff families; and,
- New community families.

Student Status

The Co-op is contracted with the ASUO (UO student government). Our contract requires the following to qualify as a student and student rates for our program:

- **A parent needs to be taking a class at the University of Oregon (UO) and paying the mandatory student incidental fees.** Each term, the Co-op will require parents to provide proof of their student status.

Proof of student status can be confirmed with one of the following:

- ASUO Child Care Subsidy recipient;
- Spencer View resident; or
- Copy of UO invoice showing tuition and mandatory fees.

Community Education Program (CEP status)

A parent taking classes through the Community Education Program will have the same student status as an enrolled degree seeking student of the UO. To guarantee continued enrollment at the Co-op, **CEP students will be required to take a class during the fall, winter, and spring terms of that academic year.**

Changing from student to non-student

All children enrolled will be guaranteed continued enrollment if a parent has University of Oregon degree seeking student status. If that parent graduates or stops taking classes during the academic year and no longer has student status, without a second parent with student status remaining enrolled, the Co-op will only be able to guarantee enrollment through the remainder of the academic year (June). At that time (summer and/or the following fall), the Co-op may need to withdraw a non-student family for an incoming student family. Once there is no longer degree seeking student status, the rate will change to non-student.

Summer Enrollment

In early May of each year we send home schedule requests to determine the needs of parents during summer. The Co-op will provide as much flexibility for scheduling without putting it into financial difficulty. Enrollment is guaranteed for students from spring to fall without summer enrollment. A family that has a parent with student status for spring term and the following fall term will be allowed to pay student rates regardless of UO enrollment status during summer.

Fall Term Enrollment Timeline

Each year all slots are held for current and incoming UO students until mid-July. At that time if space allows, returning UO faculty/staff will be guaranteed enrollment, followed by returning community families. On August 15th, any remaining spots at that time will be opened to new UO faculty/staff, followed by new community families.

If there is limited space for Returning Non-Student Families

If space is limited for the upcoming fall term, priority will be given to returning UO faculty/staff families. Siblings of children who will already have a spot in another classroom will be given priority if space allows. At that time, we will enter all other interested returning UO faculty/staff families into a lottery for their child's

classroom. We will draw names and offer spots accordingly. After the spots are filled, the remaining families will be put on a waiting list and put at the top of the faculty waiting list.

STEPS OF ENROLLMENT

The First Step: Enrollment forms

The enrollment forms provide important information regarding your child's background, special needs and health, as well as where you can be reached in an emergency and who is permitted to pick up your child. You will be given these forms prior to enrollment and due back before their first day of care.

Enrollment Forms (must be completed before beginning first day of care)

- Parent contract with child's schedules
- Child Enrollment and Authorization form
- Immunization record
- USDA forms
- Transportation form and agreement (if applicable)
- Parent Policy Book agreement form
- Parent Involvement form
- Screening and Assessment of Child Progress

Information Changes

Enrollment Forms will be updated at the beginning of fall term each year. If child or family information changes during the year, please let Tami know.

The Second Step: Intake Meeting

A meeting will be scheduled before your child starts to give you an opportunity to meet the lead teachers in your child's classroom. The orientation takes about a half hour and provides the opportunity for the staff to go over philosophy, parents and the Co-op responsibilities, and policy and procedures. It also gives you the opportunity to ask any questions you might have.

Screening and Assessment of Child Progress

Upon starting in our program and each year during the fall enrollment process we will ask parents to use an online screening tool, the Ages and Stages Questionnaire, to provide insight for yourself and teachers about your child's development. This screening tool is recommended by the American Academy of Pediatrics and will help us identify your child's strengths and areas where he could use more practice. You may also fill out a companion screening about your child's social emotional development, the ASQ: Social Emotional. Most children will fall into the normal range. The staff at the Co-op Family Center will make every effort to assist non-English speaking families in filling out the questionnaire. Paper copies of the questionnaire will be available upon request.

Lead teachers will complete an ASQ if a child who was screened was showing different abilities at school. In this situation, we would hold a conference to go over both ASQ's. When assessments identify concerns, the lead teachers, executive director and parents will discuss appropriate follow-up, referral and other interventions to be used to support an individualized learning plan. If it is determined extra support is needed, our consultant with Early Childhood Cares will be included in the process

FINANCIAL INFORMATION

FINANCIAL SUPPORT SYSTEM

The Co-op Family Center relies on the following funding sources:

Parent Tuition

ASUO (student fees)

USDA

Fundraising

TUITION & FEES

Tuition is charged on a weekly basis. The parent/caregiver will receive a bill at the beginning of each month. Tuition is due by the 10th of each month. If other arrangements need to be made for payments, it is the parent's responsibility to make these arrangements with the Business Manager before the 10th of the month. If you do not follow the arrangements that are established, late fees will be assessed on your invoice.

TUITION QUESTIONS

A parent/caregiver must notify the Business Manager of any problems with their bill or ability to pay the bill. The Co-op Family Center will work will make financial arrangements that are acceptable to both sides. Not paying tuition and failing to follow arrangements with the Co-op Family Center will result in the dismissal of your family.

OVERDUE TUITION

Families who have an outstanding balance will be contacted to arrange to pay the balance in full within 30 days or childcare services will be discontinued. **NO EXCEPTIONS.** Overdue tuition will be turned over to a professional credit collection agency.

METHODS OF PAYMENT

The Co-op Family Center accepts checks, cash or ACH withdrawals.

DISCOUNTS AND CREDITS

10% discount on entire tuition bill for families with 3 or more children
\$6.25 per hour for co-oping

VACATION OR SICK-TIME CREDIT

The Family Center operates on a budget with expenses that occur whether an individual child is present or not. Therefore, we do not reduce the tuition for absences due to vacation or illness during the fall, winter or spring term. A two-week vacation credit is offered during the summer for families who enroll for the entire summer session.

ADDITIONAL FEES:

\$75.00 Registration fee per family
\$1.00 per minute per child late fee after 5:45 p.m. (see under Late Pick-up Fee)
\$20.00 late tuition payment fee
\$25.00 NSF Fee for returned checks

SUPPORT FEES

\$20.00 Supply fee per term
\$5.00 Technology fee per term
\$15.00 Diaper fee per month for Part time children
\$20.00 Diaper fee per month for Full time children
\$4.00 per day, or \$15 per each 4 or 5 days per week: Van Transportation Fee for Kindergarten and School Age
\$2.00 Field trip fee per field trip

MEALS

\$1.50 per lunch per child for above USDA scale families/ \$.40 per lunch reduce scale
\$.90 per breakfast per child for above USDA scale families/ \$.30 per breakfast reduce scale

HOURLY FEES

\$6.00 Student hourly rate for Honeysuckle, Buttercup and Willow classrooms *
\$5.50 hourly rate for Huckleberry and Juniper classrooms *
\$5.00 hourly rate for Cedar Room. *
\$7.00 non-student hourly rate for Honeysuckle, Buttercup and Willow classrooms *
\$6.50 non-student hourly rate for Juniper and Huckleberry Room. *
\$6.00 non-student hourly rate for Cedar Room*.

*Additional hours outside your child's scheduled enrollment and within center's operating hours must be approved in advance.

PUBLIC SCHOOL DAYS OUT

\$26.00 (student) Cedar Room per day School Days Out (If your child is regularly scheduled on that day)

\$40.00 (student) Cedar Room per day School Days Out (If your child is not regularly scheduled on that day)

\$30.00(non-student) Huckleberry Room per day School Days Out (If your child is regularly scheduled on that day)

\$45.00 (non-student) Huckleberry Room per day School Days Out (If your child is not regularly scheduled on that day)

LATE PICK-UP FEE

The Family Center closes at 5:45 p.m. The Family Center expects that all children be in their parent's care and responsibility by 5:45 p.m. After 5:45, there is a five-minute grace period in which to pick your child up from the program. Beyond that grace period, for every minute that your child is left in care, you will be billed at the rate of \$1 per minute. A second late pickup in one term will result in a double fine, third late pick-up will triple the fine, and subsequent lateness can lead to termination of care. The charge will be added to your invoice and due immediately.

SCHEDULE INFORMATION

We offer both full and part-time schedules for purchase which allows our families to use any of the hours we are open in order to maximize their childcare needs. Full-time schedules are offered in all classrooms and cover the entire day of regularly scheduled operating hours. In addition, the part-time schedules for the infant, wobbler, toddler, preschool and Pre-K/K programs are available as follows: Monday/Wednesday/Friday full day schedules or Tuesday/Thursday full day schedule. We also offer Kinder wrap-around schedules in our Pre-K/K classroom to accommodate kindergarten-age children who need more flexibility due to public school schedules. Parents of school-age children may choose individual days if a full week schedule is not needed. We will also accommodate special requests during the summer to better assist student parent's access to their summer class needs.

SCHEDULE CHANGES:

If a parent/caregiver needs to change their child's schedule, they must communicate with the Business Manager.

INCREASING HOURS:

If there is a day you need to add additional hours, please call the Business Manager in advance to find out if space is available for your child. Increases to your child's schedule or changing the days of care needed will be

done as openings become available. Priority will be given to current families in the order the requests were received. Schedule changes must be approved before beginning the new schedule.

DECREASING HOURS

We require a 30-day written notice to decrease your child's schedule.

WITHDRAWAL FROM THE FAMILY CENTER

Withdrawing from the program requires a 30-day signed written notice. Until we receive a 30-day notice, we will assume you are enrolled in the Family Center on a continuing basis. The first two weeks after a family enrolls are considered a trial period. During this time only, you may withdraw without the thirty-day notice.

DISMISSAL POLICY

The Family Center reserves the right to dismiss a child and/or family for reasons of non-cooperation, delinquency in payment of fees, or inability of the child or parent to adjust to the Co-op Family Center programs.

CHILDCARE TUITION ASSISTANCE

ASUO CHILD CARE SUBSIDY: The Associated Students of the University of Oregon (ASUO) fund and operate the student childcare assistance programs. Applications are available at the Co-op Family Center and at the ASUO offices in the EMU. Completed applications and appropriate documentation must be returned to the ASUO where an eligibility determination will be made. Eligible student families receive from 20% to 50% of their childcare costs from these funds. The Co-op Family Center has been authorized by the ASUO to process subsidy for any eligible parent. Each month in the billing process your subsidy percentage will be deducted from your tuition, leaving the remaining balance due by the parent to the Co-op Family Center. Subsidy covers tuition, term supply fee, and meal fee up to the ASUO designated ceilings of reimbursement.

EMPLOYMENT RELATED DAY CARE (ERDC) THROUGH OREGON DEPARTMENT OF HUMAN SERVICES

As part of welfare reform, funds to assist low-income working parents meet childcare expenses have been increased. In some circumstances students who are working and attending school may qualify. Information about Employment Related Day Care can be found at: <http://www.oregon.gov/DHS/ASSISTANCE/CHILD-CARE/Pages/index.aspx>

PARENT PARTICIPATION OPPORTUNITIES

PARENTS AND TEACHERS AS PARTNERS

We believe it is important for children to see their parents engaged and participating in their life outside of the home. Building from our origins as a parent cooperative, we aim to give parents as many opportunities to be a part of their child's education as possible. Each parent has a different sense for what they can contribute to their child's schooling, so for some parents helping provide support and oversight by being on our Board of Directors is their opportunity to have an impact. For other parents, working in the classroom works best, which allows them to be directly hands-on and integrated into their child's room. Some parents prefer not to teach in the classroom but prefer to share their unique skills or expertise in the classroom. In that regard, we have parents who will come in and lead the children in yoga, music experiences, artwork, and computer programming, just to name a few. For parents with more limited availability, sometimes doing our shopping runs, cleaning up the playground or helping fix up books become their avenues to participate.

Co-oping has always been at the forefront of the opportunities that we offer to encourage family involvement. Co-oping allows the parents to be involved in their children's care on a regular basis. By working in the classroom, family members (immediate and extended) contribute their special skills to our community, opening a completely new range of expertise to the children. Any skill that a parent or an extended family member has that will benefit the center is always welcome. Working in the classroom, reading a story to your child and some of her/his friends lets your child know that the Co-op Family Center is an extension of their own family home. The co-oping parents' own parenting skills are enhanced through the observation of the diverse caregiving styles of the other parents and staff. By playing and working at the co-op, parents know their child's caregivers and daily life. Parents, children, and staff all share a sense of ownership and empowerment through participation. Each voice is valued.

PARENT INVOLVEMENT & CO-OPING - WHAT IS CO-OPING?

Co-oping is exchanging work for a reduction in tuition costs for child-care.

WHO CAN CO-OP?

Parents and extended family members can co-op to reduce tuition costs. Parents and extended family members who work in the center when children are present or attend field trips must register with the Central Background Registry before co-oping.

HOW MANY HOURS CAN YOU CO-OP?

We suggest 2 hours a week for part-time and 4 hours a week for full time per child. Some parents work more than the suggested amount while some parents work less. Parents can work all their hours in one chunk of time

or spread it out over the month. We welcome parents who would like to work more hours if there is a need at the center.

HOW DO YOU RECEIVE CREDIT FOR YOUR CO-OPING?

All co-oping hours need to be recorded in the co-op book, located in the commons area, by parents to receive credit on your bill for that month. Be sure to record your co-oping hours when you complete them each month. All credit for co-oping will be given on the next billing period.

WHAT OPPORTUNITIES OF CO-OPING ARE AVAILABLE?

Classrooms: Working as a teacher aide, planning and helping on field trips, straightening up classrooms at the end of the day and typing up documentation

Classroom Representative: Parent communication support for teachers.

Kitchen: Food shopping, food prep, dishes, and kitchen deep cleaning

Center: Library, playground cleaning

Home Projects: Sewing, building projects, laundry

Saturday Work Parties: One to two times a year we have a center-wide work party where parents can help clean, paint and organize the classrooms.

Committees:

Individual Events: Together parents and teachers plan and implement events, work parties and goals for the Co-op Family Center. Parents can sign up to work on planning of individual events such as the Welcome Party, Pancake Breakfast and Silent Auction, or Tour de Co-op and End of the Year Celebration.

Create your own! Any skills, expertise that parents can provide to benefit the center is always welcome! Co-oping can occur when school is in session as well as in the evening or on the weekends. Parents are welcome to 2 hours a week for part-time and 4 hours a week for full time per child. Some parents work more than the suggested amount while some parents work less. Parents can work all their hours in one chunk of time like at a weekend work party or spread it out over the month. We welcome parents who want to get involved.

THE CO-OP FAMILY CENTER EVENTS

As a learning community, we strive to create and offer a home away from home for everyone who enters our center. We provide opportunities throughout the year for families and staff to get together as a community and provide an array of gathering events throughout the year.

WELCOME PARTY (FALL TERM)

This event is held in the evening during the first few weeks of fall term. This is a great time to learn more about our center's many offerings, classroom teaching team, other families, and participation opportunities. It is a

laid-back evening where families and staff can hang out and enjoy delicious food and each other's company. It is also an opportunity to meet the Co-op Family Center Board of Directors, Executive Director, Pedagogy Coordinator, and Business Manager.

PANCAKE BREAKFAST AND SILENT AUCTION (WINTER TERM)

In February, we have our Annual Pancake Breakfast and Silent Auction (25 years in the making) where children make and serve the pancakes, and families get to share their stories with one another. The Pancake Breakfast and Silent Auction have been an annual tradition for 25 years! Children make all the pancakes, serve the food, and bus the tables (with parent support). No one goes hungry at this event! Immediately following the Pancake Breakfast is our Silent Auction. At the Silent Auction, you can bid to buy from a variety of items donated from local businesses. All monies raised provide continued support for high-quality education.

THE ART OF CHILDHOOD ART SHOW (SPRING TERM)

In the spring, we host an art reception to celebrate and appreciate the children's work. The Art of Childhood Art Show is a collaborative event with the other two childcare centers on campus. All three centers showcase artwork created by the children at the HEDCO Building on the UO campus. There is a kick-off reception during the first week of April and the artwork is displayed during the entire month.

TOUR DE CO-OP (MAY)

In May, we host The Tour de Co-op, which has turned into an annual event to celebrate the children's love of biking at the center, as we like to believe that it is a rite of passage when children learn to ride their bikes. It is a rite of passage to learn how to ride a bike at the Co-op Family Center, and we celebrate this new-found skill and love of bikes with a family bike ride during spring term. The event invites The Co-op Family Center families, faculty, staff, and community members to ride their bikes around Spencer View Apartments and the Amazon Bike Path. At the finish line, we share a potluck lunch, where each family shares their favorite dish while enjoying music from local musicians and more.

END OF THE YEAR CELEBRATION (JUNE)

We wrap up the year with a center-wide potluck! This is a wonderful opportunity for families and staff to share their family's favorite food and enjoy each other's company. Teachers will present panels documented some of the classroom studies they experienced during the year.

PARENT COMMUNICATION

We know that effective communication is at the core of a stable and productive relationship between the Co-op Family Center and our families.

Teachers stay is an open dialogue with parents about their children's time at school in a variety of ways. Each classroom hosts two parent meetings each year, where we discuss the curiosities and experiences each community of learners is having. In these meetings, we also commission ideas and insights from the parents as we reflect with them on the life of the classrooms. We also have center-wide presentations and dialogues about our work that provide an opportunity for connections throughout the Co-op Family Center.

Each classroom writes a classroom journal every other week, which gets sent out to families which gives them a peek into the world of ideas and relationships their children are a part of. These often detail a few of the most memorable experiences, while also talking a bit about child development and communicating how our philosophy informs our work.

PARENT INFORMATION AREAS

In the lobby of the Co-op Family Center, there is a bulletin board that contains important information for the entire center. Information such as menus, co-oping info, calendar of dates, announcements, Parent Board of Directors, and event planning information, etc. Each class will also have a Parent information board for field trip sign-ups, daily schedules, and board info, (agendas, minutes, childcare sign up), and announcements pertaining to that class. Each class will also have parent mailboxes for information that needs to go home to the parents. General information about the Co-op Family Center is also provided to the parents through a weekly journal, quarterly newsletters, emails, parent information bulletin-boards within each classroom, an information board located in the entryway, and daily conversations between parents and staff.

PARENT SURVEYS

It is a top priority for the Co-op Family Center to provide a warm inclusive environment for our children and their families. Parents and lead teachers can provide input on a survey that is sent out to all parents and lead staff. Findings from these evaluations are used to decide future changes, goals, and intentions for the Co-op Family Center at the annual Board Retreat and the staff in-service.

PARENT PERSPECTIVES AND PROCESS FOR CONCERNS

It is our intention always to communicate with parents in a respectful manner. This respect also includes maintaining professional confidentiality for information parents share with staff. We strive for parents to feel comfortable sharing information about their family that may impact a child's social/emotional needs and behavior. Staff avoids discussing confidential information when others are present, and as we strive to collaborate and create a positive environment for families and staff, we encourage parents to reach out and set up a meeting with the Lead teachers, and if needed discuss sensitive issues outside of classroom times.

If the parents have a specific concern about their child, they can address the concern with their child's classroom teacher first and request a conference at any time during the year. Additionally, we offer parents the following process:

If a parent has a concern about enrollment or billing, they may address their concern to the Business Manager. If a parent has a concern about classroom procedures, staff, or school's policies, or procedures, they may address their concern to the Executive Director.

If, after the above process, the parent feels unsatisfied, they may, at any time, request to meet with the Executive Director, present their concern in writing to the Board, which will be reviewed at the next regularly scheduled Board meeting, and a written response to the concern will be sent within one week after the board makes its decision.

TEACHER AVAILABILITY

It is difficult at certain times of the day for teachers to get away from the class. The teacher's focus needs to be on the class environment. Please schedule a time to meet with a teacher if you have a concern or suggestion.

FAMILY CODE OF CONDUCT

At the Co-op Family Center, we understand that, at all times, it is important to respect each other's emotional and physical space. Thus, it is not acceptable to verbally or physically threaten another person at our center. Any adult who verbally or physically threatens another person is being asked to leave immediately. A written warning or immediate dismissal from the program is dependent upon the severity of the situation. In some situations, we may feel that we will need to meet with the parents to set up guidelines for where improper conduct is causing program disruptions. At this meeting, we will talk about some workable solutions and set up a timeline for change. Future meetings will be set up and it is important for those persons involved to attend these meetings to track the progress of the situation. Failure to attend these meetings will result in dismissal from the center.

MUTUAL ACCEPTANCE

We want to provide an open environment where children and adults can question and discuss differences in gender, religions, cultures, and lifestyles. We feel that through honesty and positive discussion, children will learn that there is strength in diversity. We would hope that through being proactive and discussing the differences and similarities found in our families, our classroom, our center, and the community at large, we will dispel stereotypes and fear and provide the children with positive, healthy respect and acceptance of all human beings. In sum, The Co-op Family Center continues to strive to solve any concerns at the lowest possible level. We offer a process for concerns to be addressed in our mutual respect and grievance policies included in our Parent and Staff Policy/Guidebooks.

BOARD OF DIRECTORS

The Board of Directors serves as the oversight body for the Co-op Family Center. The Board is responsible for hiring the Executive Director and provides oversight for all policy and fiscal decisions impacting the functioning of the Co-op Family Center. The Board is composed of parents representing UO students, UO faculty, staff, and the larger education community.

CENTER INFORMATION

HOURS OF OPERATION, CLOSURES, AND OTHER PROCEDURES

The Family Center's hours are from 7:30 a.m. to 5:45 p.m., Monday through Friday. We are closed for all University-scheduled holidays which include: Labor Day, two days for Thanksgiving, Christmas, New Year's Day, Martin Luther King Jr. Day, Memorial Day and Fourth of July. We close one week in September to prepare for the upcoming academic year. Additional professional development time is taken during Winter and Spring Breaks.

ARRIVAL AND DEPARTURE PROCEDURES

The Co-op Family Center is open to children and parents at 7:30 a.m. From 7:15 a.m. to 7:30 a.m. teachers are preparing the classrooms for the kids. Parents arriving are required to stay with their children until the Co-op Family Center opens at 7:30 a.m. and are invited to enjoy their time together in the hallway while having books available for their pleasure.

In addition, due to our core understanding and care for the child's social and emotional wellbeing, we request that parents bring their child to the center no later than 9:30 a.m. each day the child is scheduled. This allows for each child to be an integral part of the group dynamics and learning that develops through the day. In the case of doctor appointments, early pick-up, etc., we ask parents to communicate any daily schedule changes with the Lead Teachers.

As part of the Co-op Family Center protocols, parents must accompany their child to the classroom and sign their child in the sign in/out logbook provided in each classroom. Parents/authorized people need to sign out in the same logbook when they pick up their child and make sure that the Lead Teacher is aware of everyone's arrival and departure. This allows the teacher to greet the child and or to say good-bye for the day. Drop off is smoother with a clear statement of good-bye and a clear transfer to staff from the parent.

AUTHORIZED PICK-UP

We only release a child to a person that has been authorized by the parents with written permission. We ask for picture identification for everyone listed on the authorization form. The person accompanying the child must be at least twelve years of age. School Age children arriving or departing by bus from a public school need to fill out a permission form. Children are accompanied to their classrooms with an adult (parent or teacher) and signed in/out book provided in each classroom. Children who get off the bus are met by a teacher and accompanied into the classroom.

BUS PICK-UP SERVICES

The Family Center owns two fourteen-passenger activity bus. These vehicles are used daily during the 4J school year to provide transportation from local schools for kindergarten and school-age children. This allows us to expand our availability for kindergarten and school-age kids by offering transportation to schools that do not provide public school bus transportation to the Spencer View Family Housing. The following are schools that we currently provide transportation services:

- Edgewood Elementary School
- Charlemagne Elementary School
- Adams Elementary School
- Edison Elementary School

INCLEMENT WEATHER

The Family Center may alter the daily schedule if the weather makes driving conditions difficult or poses a safety concern for staff, children or parents. When the University of Oregon is closed, then the Co-op Family Center will be closed. If the University of Oregon has a delayed starting time, the Co-op Family Center opens a half hour before the University of Oregon starting time. We will be operating with limited staff, so ratios may be different, and classrooms may be combined. If the weather poses a safety concern for later in the day, the Co-op may close earlier than usual. We will attempt to send out a group email to all staff and families as well as a message on our main phone at 541-346-7400 for scheduling changes due to inclement weather.

It is rare, for the Co-op to be closed multiple days due to weather. In the event we do need to close multiple days, parents will receive a tuition credit after the first two days of the closures in an academic year.

NUTRITION:

MEALS: BREAKFAST, LUNCH, AND SNACK

The Family Center's food program is an integral part of our center. The Family Center provides a vegetarian menu that includes breakfast, lunch and snack each day. Meals are freshly prepared (no processed foods) each day by our Kitchen Coordinator and student kitchen aid positions. We use the most current year "Dirty Dozen"

as a guideline for crucial organic purchases for fruits and vegetables. All foods used for our meals are carefully considered to provide a healthy, varied menu for children of the center with special considerations and substitutions to accommodate for children with allergies and disabilities.

Meals are served family style to encourage social interactions with children and adults. This type of meal service allows staff and children to discuss what is going on in our lives, the classroom life, what we are and why, and to encourage trying new foods. Nutrition and food exploration and discussion are continued into the curriculum of the classrooms through gardening, cooking projects in the classroom and kitchen, as well as field trips to local farms, stores, and farmers markets. These experiences provide exposure to healthy eating and living and encourage eating a variety of items.

The USDA food program requires that the Co-op provides regular intervals of meals throughout the day. This requires us to have set times to serve the meals.

If you want your child to eat at the Co-op, please make sure he/she is here for the scheduled meal by the following times:

Breakfast:

All classrooms: start at 8:30 a.m., end at 9:15am

Lunch:

Buttercup/Willow: start at 11:30am, end at 12:00pm

Juniper/Huckleberry: start at 12:00 pm, end at 12:30pm

PM Snack:

All classrooms: start at 3:00pm, end by 4:00pm

Children coming in after the designated mealtimes will need to wait until the next meal to be served, so please feed your child before coming to the school

MEAL SUBSTITUTIONS

The Co-op Family Center provides food alternatives as needed. USDA guidelines require the Co-op Family Center to have a "Medical Food Substitution Form" completed by a physician or health care professional, who is authorized to write medical prescriptions under state law. Reasons for substitutions for certain foods include disabilities, allergies or medical condition that may substantially limit a major life activity or a major bodily function. Our policy offers parents a separate form (without a physician's signature) to give permission for soy or lactose free milk. Both forms are available for parents in the office.

USDA Nondiscrimination Statement

“In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, 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, \(AD-3027\)](#), visit 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:

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
Fax: (202) 690-7442; or
Email: [Contact USDA](#)

This institution is an equal opportunity provider

PARKING

Parking is limited in Spencer View. The Co-op parking is on the east side of the building in non-numbered spaces and is designated for drop off, pick up and co-oping parents only. The numbered lots belong to tenants; please help us respect our neighbors' reserved spaces. Cars parked in Spencer View Resident parking may be ticketed or towed by housing. **After** 3:00 p.m. the bus parking area in front of the building is available. Parking is also available on 24th and Patterson.

CLASSROOM SPECIFICS

ABSENCES

Please notify the center by 9:00 am if your child is going to be absent for any reason. This helps the teachers plan the day, assists the office in monitoring illness, and allows us to maximize the use of our food program

ANIMALS IN THE CENTER

At times a classroom will have a pet that lives in the classroom. The teachers of the classroom will be responsible for cleaning and maintenance of the animal outside of the classroom. Children will always wash their hands after handling the animal. Oregon Early Learning Division does not allow reptiles, frogs, monkeys, hook-beaked birds, baby chicks, ferrets or aggressive animals. We encourage parents to take our animals' home for the weekend, for which co-oping hours are available.

Additionally, in alliance with the policies of the Oregon Early Learning Division, animals will not be allowed inside the building without prior authorization from the Executive Director. For more information please refer to their website at oregonearlylearning.com/childcare-rules/

BIRTHDAYS

We will be happy to help celebrate your child's birthday. Talk to a Lead Teacher about the preparations. Food items brought for celebrations must be store bought.

CELEBRATIONS

The center recognizes that we live in a pluralistic culture with many different religious and cultural practices and beliefs. The center does not present material that fosters or hinders religious beliefs among children. Generally, we choose to not make holidays a focus for our children's activities but invite families to share their traditions with us. Throughout the year we will provide opportunities for children and their families to discuss their traditions and share a family favorite as a way for us to learn and grow together.

CELL PHONES

All cell phone use in classrooms needs prior approval from Administrative staff or the lead teacher in the classroom. Please turn off before entering the classroom. In case of emergency, people can reach you through the Co-op main line at 541-346-7400

FIELDTRIPS AND WALKS

Classrooms may go on field trips during the year. Teachers will give a one-week notice for pre-planned field trips when classrooms will use a Co-op bus or city bus for transportation. Please plan extra time if a fieldtrip requires you to install your car seat in one of our buses. We encourage parents to join us on field trips. Please let the Lead Teacher know you are interested. Please remember to have a criminal background check completed before the field trip. Co-oping hours are available for time spent on field trips if you have a criminal background check.

On occasion, however, spontaneous trips on and around the campus area will occur. These trips may include campus, University Park, Amazon Park, and other play locations near Spencer View Family Housing. You will be asked to give your consent for such trips in the enrollment materials. We will not give one-week notice for these trips.

When children are taken off-site to parks or places with public restrooms, a staff person will always accompany the children into the restrooms. The staff will enter and check out the restroom before bringing in children.

When a child makes choices that jeopardize the group and or/their safety on a field trip, a parent will be asked to accompany their child on the next field trip for the child to go on the field trip.

LOST AND FOUND BUS

There is a lost and found basket in each classroom. If any of your child's belongings are missing, please check the appropriate class. Remember: Please label your child's belongings for better identification.

MEDIA USE

(Infant-Wobbler)

Children under the age of 2 will not be exposed to screen time during classroom hours.

(Preschool Age and up)

The occasional use of television, films, and video tapes, is limited to rare, special circumstances that represent developmentally appropriate programming, previewed by a staff person. In this situation, alternative activities are always available, and no child is required to view the program.

Children have access to a computer in the Huckleberry and Cedar Room. Children use the computers to support children with their homework, increase their skills in the graphic arts and to assist in their project work. Children in these classrooms also are provided limited time to play educational games on the computer.

NAPTIME

All classrooms will have a rest/quiet period starting sometime after lunch and lasting until 2:30-3:00.

Oregon Early Learning Division policy states that all children less than three years old must be allowed to follow his/her own patterns of sleeping and waking, so the exact time periods may be different depending on the child. After a mandated rest period of 45 minutes children who are not sleeping will be provided a quiet activity until the end of the rest period.

We understand that as children get older parents may want to encourage shorter periods of rest than the children might naturally take and there are a few ways we will try to accommodate that without disrupting the rights of the other children in the class to have an uninterrupted period of sleep.

If a parent requests, teachers will not actively help their child to fall asleep and then after the 45-minute period, the teachers will engage their child in an activity. If that child has fallen asleep on his/her own during that period, parents may request staff to uncover their children at 2:30 to encourage their waking. At three o'clock the lights in the classroom will be turned on and snack will be brought in at this time. This activity will wake most children, unless they have a heightened need for sleep. The Huckleberry Room provides a rest time that incorporates opportunities for rest, sleep, journaling or listening to stories. The Cedar Room provides space for children that make the choice to rest during their time at the Co-op.

PHOTOGRAPHY AT THE CO-OP FAMILY CENTER

There are two categories of still and motion photography that may occur at the Co-op: (1) routine photography; and (2) non-routine photography. By placing a child in the Co-op, a parent grants permission for their child to appear in routine photographs. Parental permission will be obtained prior to any non-routine photography.

ROUTINE PHOTOGRAPHY

Photography of children may occur as a routine or typical aspect of childcare at the Co-op Family Center. The reasons for such photography may include:

- Documentation of activities engaged in by children, usually taken to help with assessment and planning.
- Enabling parents to “see” what the children do during the day.
- Use of photography by children as a medium of expression.
- Use for classroom projects
- Recording of fieldtrips
- Birthdays and other celebrations or other classroom events.

Staff or parents or others may take their own photographs. Photographs in the possession of the Co-op Family Center will not be released except to parents and as required by law.

NON-ROUTINE PHOTOGRAPHY

No other photography will occur without prior written permission of the parent. The Co-op will on an annual basis solicit parent permission for photography that may be used for the following:

- Promotions or publicity
- News coverage
- Other purposes not set forth in this policy

POTTY TRAINING

When a child shows interest in going on the toilet, we begin to ask them if they would like to try sitting/going on the toilet at each diaper change. If your child is showing interest (always follow their lead) in going to the bathroom, please let the teachers know, so that we can also follow through at school. Staff also will be observing children for toileting awareness. If a child is starting to show an interest in toileting, educators will consult with families and develop consistent strategies with the family for approaching the child's toileting needs. These strategies will reflect the home environment and be culturally sensitive. Please see your child's teacher for the further details related to potty training.

SEXUALITY DIALOGUE

It is normal for kids to ask questions about sexuality. These questions may concern growth and development, human reproduction, anatomy, physiology, masturbation, family life, pregnancy, childbirth, parenthood, sexual response, sexual orientation, contraception, abortion, sexual abuse, HIV/AIDS, and other transmitted diseases. It is the responsibility of Co-op staff to answer questions honestly and appropriately based on the age of the child and then defer further conversations with the child to the parents.

TOYS

We realize the need for children to bring an item to school to help with the transition from home to school. We ask that you limit the items to a book or music that can be shared with the group or an item that can be used with the current study or interest of the class. If your child needs a toy or item to get into the classroom, please take it with you when you leave. Please know that the Co-op will not take responsibility of toys or items left at the Co-op.

WEAPON PLAY

The Co-op Family Center recognizes that there is a wide spectrum of beliefs around children and weapon play. However, we ask that no weapons or weapon-like toys are brought to school. We also discourage the creation of weapons with materials in our school, but we know that if children are compelled to do so, they can imagine any object to be a weapon. We take these moments as an opportunity to understand better why our students might be drawn to this type of play and to talk to the children about the potentially harmful use of weapons. While not encouraging it, we will not stop all this play if we have talked to the parties involved and it is agreed upon dramatic play. When weapon play is not agreed upon and consensual between the involved parties, it is treated like any other act of aggression and stopped immediately.

HEALTH AND SAFETY PROTOCOLS

ACCESS TO THE FACILITY

When families and guests enter the Family Center, they are greeted by our front desk personnel at the front desk. If someone is new to the center, the receptionist will address their questions to the front desk. If the new person is working in a classroom or picking up a child, the receptionist will walk them to the classroom and make an introduction with the lead teacher.

In 2018, The Family Center continued to invest in ways to reduce access to the facility and have installed a secured lock on the front door. By the end of 2019, we will ask for funds which will help us complete the process of all other measures of security in the building.

CHILD ABUSE REPORTING

Every employee at The Family Center is a Mandatory Reporter. In the event of suspected child abuse, it is our responsibility as “Mandatory Reporters” to call Services Children and Families (SCF) immediately. In the event an adult at the Family Center is accused of child abuse in any form, the Family Center will follow the guidance of SCF and the Police Department or any agency involved. Incidences of “mutual child exploration” or children touching other children must be reported to the Executive Director to discuss further action.

EQUIPMENT AND FACILITY MANAGEMENT

It is the intention of the Co-op Family Center to establish healthy and safe environments for the children and the families in our center. We believe that children need to be safe and secure before they will be ready to learn. All classrooms have a list of environmental responsibilities that are completed on a daily and/or weekly basis. The Co-op Family Center maintains the quality of the environment through parent work parties, co-oping, and hiring maintenance specialists as needed. We also have janitorial service that cleans nightly to maintain the cleanliness and sanitation of the facility, and well- established guidelines with University Housing for non-emergency repairs and maintenance of the building for the use of the community room.

HEALTH OF CHILDREN AND STAFF

It is with our best intentions to have everyone safe and healthy. Within the scope of our protocols, an ill child is not allowed to attend the Co-op Family Center during the duration of her/his illness. Colds, fever, vomiting, diarrhea, or other illness jeopardize the health of the child as well as other children and staff. Children and staff cannot return to the Family Center until they have been free of symptoms for 24 hours without aid of fever reducing medication such as Tylenol or Motrin. If a child becomes ill at the center, parents will be notified first. If parents cannot be reached, we will contact people from the authorized emergency list for the child.

If a child is sent home from the Co-op due to an illness, the child will be required to be out at least the full next day and be free of symptoms for 24 hours without aid of fever reducing medications.

The following is the definition of illness, by the Oregon Early Learning Division's regulation book. The Co-op Family Center will not admit or retain in care, except with the written approval of local health officer, a child who:

Is diagnosed as having or being a carrier of childcare restrict-able disease, as defined in the Health Division administrative rule, OAR 333-019-0010* OR

Has one of the following symptoms, or combination of symptoms of illness:

Fever over 100 degrees F taken under the arm or 101 with the ear or forehead thermometer

Diarrhea (more than one abnormally loose, runny, watery, or bloody stool)

Vomiting

Nausea

Severe Cough

Unusual yellow color to skin or eyes

Skin or eye lesions or rashes that are severe, weeping, or pus filled

Difficult breathing or abnormal wheezing

Complaints of severe pain

Live lice or nits

Stiff neck and headache with one or more of the symptoms listed above

Too tired or too sick to participate in daily activities

A child is not able to attend the Family Center program during the time they are diagnosed with a restrict-able disease such as Diphtheria, Measles, Salmonella typhi infection, Shigellosis, Shiga-Toxigenic Escherichia Coli (STEC) infection, Hepatitis A, Tuberculosis, Chickenpox, Pertussis, Rubella and Scabies and any open or draining skin lesions infected with Staphylococcus aureus or Streptococcus pyogenes.

Medication

If your child will need medication during the day, please fill out a medication form and notify the Lead Teacher. Medication must be in the original container and clearly labeled with the child's full name, expiration date of the medication, and legible instructions for use from a doctor or pharmacist. Parents will provide sunscreen for their child.

Four types of non-prescription medication may be given to any child if we have written parental consent (parents must provide the non-prescribed medication). These are:

- Tylenol
- Diaper ointments or lotions
- Sunscreen
- Benadryl

Parents must label the medication with their child's name and provide the right dosage amount for their child.

RISK MANAGEMENT

We have recently updated our risk management protocols and updated our Guidebook. This document includes information and procedures to follow should any of the following situations arise: fire, earthquake, medical emergency, blood borne pathogen, poisoning, lockdown, suspicious package, bomb threat, inclement weather, early dismissal, utility disruption, flood, and child abuse reporting. A copy of the guide is available at each classroom at the front desk and is being used in periodic training.

STAFF

All teachers who work in the center are required to be registered in the Central Background Registry before they can start working. All staff need to get their Food Handler's Cards within the first month and all lead staff, teacher assistants, and teacher's aid 2's, and aid one need to have CPR/First Aid and Reporting of Child Abuse and Neglect training within three months of hire. Only lead staff, teacher assistants and teacher aid 2's can be left alone with children.

VOLUNTEERS/CO-OPING PARENTS

The Family Center encourages volunteers to participate at our center. As with any person who works in the center, they must provide us with a resume and reason for interest, be on the criminal registry with the Oregon Early Learning Division, have had a reference check performed by the Executive Director, have an orientation of our policies and procedures and be supervised at all times by a lead teacher of the classroom they are working. Volunteers and co-oping parents are not a part of the ratio and cannot to be left alone with the children at any time.

VISITORS/VOLUNTEERS PROTOCOL

Any person visiting the Co-op Family Center who is not accompanied by a parent or caregiver must sign the visitor/volunteer log located at the front desk. Upon entry to the Co-op Family Center, visitors must enter the date, time, reason, and specific room of their visit and sign out when they leave the center. Visitors/Volunteers will be given a badge identifying them as a visitor/Volunteer and the location/room they should be visiting. Visitors/Volunteers will be assigned a staff member in the room they are visiting, who will ensure that any visitor not enrolled in the CBR (Central Background Registry) and not teacher qualified will not have unsupervised access to children. In case of emergency or evacuation, visitors/Volunteers should stay with the staff member and group they are assigned to visit.

