



# Co-op Family Center

## Parent Policy Guidebook

2026-2027

Co-op Family Center  
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[www.coopfamilycenter.org](http://www.coopfamilycenter.org)

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## Introduction

Welcome to the Co-op Family Center (Co-op)! 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 guidebook is to introduce you to the Co-op (located at the University of Oregon Spencer View Family Housing) and acquaint you with the policies and procedures which apply to your family's enrollment at the Co-op.

All policies and procedures in this policy book are effective July 1, 2026. This policy manual supersedes all previous policies and procedures of this center, both oral and written, and past practices.

The Co-op 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 into writing and distributed to all parents.

## Contact Information

Point of Contact	Email or Phone Number	For Questions About...
Lead Teacher(s)	Please see classroom teacher directly.	Your child's day-to-day classroom experience, development, or behavior.
Business Manager	<a href="mailto:tami@coopfamilycenter.org">tami@coopfamilycenter.org</a>	Tuition, billing, payment, ASUO subsidy documentation, food program, immunization and enrollment needs
Executive Director (Interim)	<a href="mailto:Larry@coopfamilycenter.org">Larry@coopfamilycenter.org</a>	Center policies, parent concerns, or unresolved classroom issues.
Front Desk	541-346-7400	Absences, late arrivals, transportation changes, general inquiries.
Pedagogy Coordinator	<a href="mailto:heida@coopfamilycenter.org">heida@coopfamilycenter.org</a>	Philosophy guidance, positive behavior support, CBR (background checks for parent volunteers), co-oping
Board of Directors	<a href="mailto:board@coopfamilycenter.org">board@coopfamilycenter.org</a>	Unresolved concerns <i>after</i> speaking with the Executive Director
Website	<a href="http://www.coopfamilycenter.org">www.coopfamilycenter.org</a>	Waitlist, food program menu, and more.

*Thank you for being part of our community. We look forward to partnering with your family.*

## Who We Are

The Co-op is a nonprofit organization that has served University of Oregon (UO) student families, faculty, and community members in Eugene, Oregon for over forty-five years. Our school's educational philosophy has evolved throughout 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.

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.

## **Mission**

The Co-op 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**

- Provide affordable quality childcare.
- Emphasize the family as the focus of childcare and involve parents in the care and education of their children.
- Support positive parenting skills through Center-provided resources, practices, and center values.
- Provide a learning context that is meaningful to children and responsive to their interests and curiosities, and individual needs.
- Supporting children's social and emotional learning both as individuals and as part of a community of learners navigating relationships.
- Provide a model for the University, employers, and other interested groups as to the benefits of co-operative childcare.

## **Values**

- Recognize the Rights of Children and that each child is a capable protagonist in their learning
- Cultivate a democratic community that is built on consistent, supportive relationships and collaboration
- Recognize the Rights of Parents and involve them in the daily care and education of their children
- Empower children to express themselves fully through many different mediums
- Foster in children an awareness and appreciation of nature
- Recognize the Rights of Teachers and the power of collaboration and professional growth
- Advocate for, model and uphold equity, inclusion and social justice for all
- Make visible the importance of play and joy in nurturing a love of learning

## **History & Partnerships**

### **Our History**

In 1978, the Co-op (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. At 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 UO 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.

The Co-op has continued to grow and now provides childcare in six classrooms between infant and school age, capable of serving more than 100 children. The Co-op currently employs a full-time Executive Director, Pedagogical Coordinator, Business Manager, Administrative Coordinator, Kitchen Coordinator, 11 Lead teachers, 5 full-time lead support staff, and 40-50 UO student support staff. Since the spring of 2001, the Co-op has been a contracted program with the UO to continue its mission of providing early childhood education for UO students, faculty, and staff.

## **Relationship with the University of Oregon**

The Co-op has been associated with the UO for its entire history. As a UO contracted 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. Since 1994, we have operated under the Standards for Childcare Services established by the UO Committee on Child Care and Family Support, adhering to all benchmarks for campus accessibility, staffing requirements, and facility requirements. Our mission also directly mirrors the UO Affiliated Child-Care Programs Statement of Philosophy, thus demonstrating our commitment to continued responsiveness to the needs of student families and the children in our care.

We maintain a formal partnership with Moss Street Children’s Center and Vivian Olum Child Development Center, with directors meeting regularly to coordinate campus-wide care strategies. Our Executive Director also collaborates with the UO Student Parent Action Group.

## **Relationship with the Larger Educational Community**

The Co-op 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 (Institute for Democratic Education in America). We also provide practicum opportunities for UO and Lane Community College ECE students. We have also partnered with South Eugene High School’s child development program for over 20 years – offering opportunities for high school students to gain knowledge and experience related to early childhood education within the classroom.

Co-op staff members have published articles for NAREA’s *Innovations*, a respected early education journal.

## **The Good Trouble Library for Children**

Our Co-op Diversity Committee (previously “JEDI Council”) coordinated with local resources to establish Eugene’s first Good Trouble Library for Children – located outside our Center’s front door and open to the public, offering DEI-focused children’s books and family resources.

## **Vehicle of Research/University Student-Practicum**

The Co-op invites collaboration with the UO Department of Education and is open to conducting research in child development and education. The Co-op provides internship and observation opportunities for Early Intervention Program, the College of Education/SPED, Family and Human Service Program, Psychology, Neuroscience, Architecture 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 is licensed by the State of Oregon Department of Early Learning and Care (DELIC) and is inspected regularly by a licensing specialist. Our license number is CC000067. We comply with all Oregon rules and a copy of these rules and regulations is available in the office for your reference.

## **Educational Philosophy**

The Co-op’s philosophy has continually evolved since it began in 1978, as a true parent cooperative. Together we learn from each other as colleagues, children, and families. The Co-op 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 Emilia were a natural fit with the Co-op. We now look to the Reggio Emilia approach to education for inspiration and wisdom as we continue to create a school that meets both the needs and dreams of children and their families. The following are some of the fundamentals of our Reggio-inspired philosophy that explain how the Co-op views children and their learning experience.

## **Image of the Child**

The Co-op'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. One of the Co-op's guiding principles is that children should be protagonists in their own education. Here 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.

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**

We seek to facilitate learning 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 without understanding the underlying complex relationships and systems that make up an idea, the child cannot have true knowledge of the idea, only the ability to repeat it.

At the Co-op, we recognize that meaningful learning must come from internal motivation and curiosity and is built upon prior learning and understanding. We believe that when children are pursuing their natural curiosities, they are constructing a rich understanding of the world and their own role as a part of it. We want our students to stay connected to the joy of being the authors of their own learning and believe this is one of the greatest ways to support them as lifelong learners.

## **Project Approach Using Observation, Reflection and Documentation**

Children develop their thinking through their interests and curiosities, and we closely observe life in our classrooms looking for opportunities to support them. Based on our observations we offer materials in hopes of further exploration of those interests. Through continued observation and reflection on the children's responses to these offerings, projects are developed in collaboration (negotiation) with the children. Through various artistic media, firsthand experiences, and material provocations, children are offered a more holistic investigation and therefore a deeper understanding of their curiosities. During this process children are encouraged to question, investigate, and communicate their thinking. The building of knowledge is based on critical thinking and the search for answers, not necessarily finding the "right" ones. Through this negotiated and fluid curriculum we support deeper learning by the children led by the children themselves.

## **Documentation**

In addition to using documentation as a reflection tool to drive children's project work, we use it in various other ways to support our work. Documentation is displayed throughout the classrooms where children can reflect on their past experiences. By participating in these reflections with children we can often access children's thinking, which is vital to our work as teachers. Documentation is also shared with parents through regular "journals" which include photos and learning stories of the children. Throughout the year, we create a document for each child, that tells stories of their experience at the

Co-op. This document can have a few different looks such as an in-depth learning story (with photos) that takes aspects of growth in the child's life at school, a letter from the teacher about the child's experiences at school, or a digital journey book which captures snapshots and learning stories from the entire year.

## **100 Languages of Children**

We believe children naturally communicate and learn through a variety of expressive languages. Some examples of those languages include clay, paint, drawing materials, wire, weaving and music to name only a few. The Reggio Emilia approach to education considers the idea of children having more than 100 languages for expression and we, at the Co-op, agree. Therefore, we try to ensure that children are given opportunities to work with a wide variety of materials, allowing them to understand the subject in a deeper and more holistic way. We value the child's right to the process of expressing ideas rather than focusing on them creating a perfect product.

## **Environment as a Third Teacher**

One of the key principles of the Reggio Emilia philosophy is that the environment should act as a third teacher in the classroom. We put great emphasis on creating a learning environment that supports, motivates, and promotes relationships and the interests of the children. The environment should encourage emotional and cognitive situations that foster a sense of well-being and security. We believe that the environment should include materials that are authentic, beautiful, and inspiring and should reflect the real life of the Co-op and the members of that classroom. Our materials are mostly accessible to the children to support children's autonomy and creative process.

## **Relationships**

We recognize that no child develops in isolation and that successful schools operate as a system of relationships. The Co-op is a community full of vibrant relationships that provide children with a strong and 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 to us that children realize that they are a connected and important part of the Co-op community.

One way we foster relationships at the Co-op is our value of Continuum Care for our children and families. Lead Teachers work with a group of children and their families for two to three years. This minimizes the stress of transitions for the children by providing a secure, loving, and consistent environment. Relationships between caregivers and parents are strengthened through continuum care with a priority being placed on meaningful dialogues and ongoing communication. This continuum cycle ensures that every child and family will have the benefit of consistent relationships that grow and develop with them.

## **Parents as Partners**

Established by parents in 1978, the Co-op continues in its grassroots tradition of building on the power and presence of family within the daily life of the center. 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 invited to be a part of all aspects of life at the Co-op - from cleaning, supporting teachers in classrooms, and working on various classroom/center wide projects, to serving on the Board of Directors.

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.

## **Provide a Safe, Healthy, Nurturing Environment**

The Co-op 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 small group facilitation, attention to individual needs and better oversight.

The Co-op also provides an open environment where children and adults can question and discuss differences in race, gender, religion, culture, lifestyle, and abilities. We feel that through honesty and positive discussion, children will learn that

there is strength in diversity. We believe 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 nurture in the children a positive, healthy respect and acceptance of all human beings. Our Co-op Diversity Committee provides resources and serves as an advisory committee to the parents and teachers.

### What does all 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.

### Classrooms & Staffing

The Co-op 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, between staff and children, as well as between staff and families. The following is our center’s staff-child ratios and group size per classroom:

Classroom	Age Group	Ratio	Max Size	Staff
Honeysuckle	Infants (8 wks - 12 mos)	1:2 (Fall) 1:3 (Win/Spr)	6 (Fall) / 8 (Win/Spr)	2 co-leads + UO students
Buttercup	Wobblers (12 - 24 mos)	1:3	9	2 co-leads + UO students
Willow	Toddlers (24 - 36 mos)	1:4	12	2 co-leads + UO students
Juniper	Preschool (2.5 - 4.5 yrs)	1:6	16	2 co-leads + UO students
Huckleberry	Pre-K / Kinder. (4.5 - 6 yrs)	1:7	14 AM / 21 PM	2 co-leads + UO students
Cedar	School Age (6 - 10 yrs)	1:9	18	1 lead + UO students

### Continuum Care & Staffing Plan

The Co-op 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 has two lead teachers in each full-day 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.

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 typically 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 caregiver, which serves as a secure base for exploration and learning. Relationships between caregivers 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 caregiver, we can minimize the stress of transitions and focus on supporting our families and children by providing a secure, loving, and consistent environment for everyone.

## Classroom Transitions

Classroom transitions are somewhat staggered depending on the classroom and will take place during each summer/fall as follows:

- The Honeysuckle (Infant), Buttercup (Wobbler), and Willow (Toddler) classrooms will transition as a group with at least one of their current lead teachers into their new classrooms before fall term begins. The Willow classroom will allow us to have extra space for our expanded school age program during the summer.
- The transition from Juniper (Preschool) to Huckleberry (PreK/K) 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 1<sup>st</sup>. Younger children will remain in the Juniper room for another year. It is also required that children be fully potty-trained before moving to the Huckleberry classroom.
- Kindergarten children from the Huckleberry Classroom will transition to the Cedar (School-age) Classroom before summer term begins.

## Daily Schedule

Daily flows remain consistent year-round to provide stability. During summer terms, the School Age program transitions to a full-day schedule and mirrors the younger classrooms. **Note:** Infant care during Summer is evaluated annually (in Spring) based on UO student needs, but we usually do not offer Infant care in the Summer.

- The **Infant** room follows a personalized, responsive flow based on each child's natural eating and sleeping patterns rather than a set group schedule.
- **Wobblers – Kindergarteners:** A balance of "Project Time" (long-term investigations based on child curiosity) and facilitated play.
- **School Age:** Focused on transitioning from the school day with a mix of outdoor adventures and autonomous exploration.
  - **Early Release Wednesdays:** Schedule begins at 1:30 PM with an extra hour of outdoor play.
  - **Full Days (Summer/School Breaks):** Follows the Preschool/Pre-K schedule but replaces "Rest Time" with additional Outdoor Play (1:30-2:30 PM).

Time	Wobbler & Toddler	Preschool & Pre-K/Kinder	School-Age
7:30 AM	Center Opens / Free Play	Center Opens / Free Play	
8:30 AM	Breakfast	Breakfast	
9:00 AM	Transition & Diapering / Toileting	Transition to Project Time	
9:30 AM	Extended Project Work & Class Meetings	Extended Project Work & Class Meetings	
10:30 AM	Outdoor Play	Outdoor Play	
11:30 AM	Lunch	Outdoor Play (cont.)	
12:00 PM	Transition to Rest & Diapering / Toileting	Lunch	
12:30 PM	Rest Time (12:30–2:30)	Transition to Rest, Free Play & Toileting	
1:30 PM	Rest Time (cont.)	Rest Time (1:30–2:30)	
2:30 PM	Transition & Diapering / Toileting	Transition out of Rest	Arrival & Snack
3:00 PM	Snack Time	Snack Time	
3:30 PM	Free Play / Outdoor Play	Extended Project Time	Extended Project Time
4:30 PM	Free Play / Outdoor Play	Outdoor Play	Outdoor Play
5:30 PM	Center Closes	Center Closes	Center Closes

## Enrollment Policy

### Enrollment priority shall be given in the following order:

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

### UO Student Status & Eligibility

- To qualify for student rates and guaranteed enrollment, a parent must be currently enrolled at UO and paying mandatory incidental fees and tuition.
  - Please consider this information when signing up for care to make the best decision for your family. The Co-op will not provide information to influence your decision or notify you if a classroom is filling up.
- **Proof of status** (ASUO subsidy, Spencer View residency, or UO invoice) is required for each term (Fall, Winter, Spring).
- **Community Education Program (CEP) Students:** 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.
- **Graduation/Status Change:** If student status is lost during the year, enrollment is guaranteed only through June. After that, the family may be asked to withdraw, and tuition shifts to non-student rates.
- **Summer/Fall Enrollment:**
  - Enrollment is guaranteed for student families 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. To be considered a current student family, your family must be enrolled through the end of spring term.

### 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 these faculty/staff 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 at the top of the faculty/staff waiting list.

If the Co-op is able to accommodate all current faculty/staff families, the same process will then be used for current community members.

### Key Enrollment Dates

- **April:** Summer and Fall schedule requests are sent to current families. UO student families receive guaranteed continued enrollment.
- **July:** Available spots are confirmed for returning non-student families.
- **July 15:** Remaining spots open to new faculty, staff, and community families.

### Steps of Enrollment (Once a spot is offered)

#### The First Step: Enrollment Information

The enrollment information collected for each child provides vital information regarding your child's background, individual needs, and health, where you can be reached in an emergency, and who is permitted to pick up your child. Our enrollment

information is collected online through GuideStar. A link to fill out the enrollment information will be provided to each family and must be filled out before the first day of care in our program.

List of Enrollment Requirements (must be completed before beginning first day of care):

- Enrollment portal:
  - Child Enrollment and Authorization
  - Immunization records
  - Transportation form and agreement
  - Parent Policy Book agreement form
- USDA Enrollment portal
  - Confidential Income Statement determine free or reduced or above scale meal charges
  - USDA Enrollment verification

## Information Changes

Enrollment information will be updated at the beginning of the summer term each year. If your child or family information changes during the year, please login to our Enrollment portal and update your information.

## The Second Step: Intake Meeting

A meeting will be scheduled before your child starts coming to the Co-op to give you an opportunity to meet the lead teacher(s) in your child's classroom and learn a little about your child and family. The intake meeting takes about a half hour and provides the opportunity for the staff to go over our educational philosophy, parent's and the Co-op's expectations and responsibilities, details about your child, as well as policies and procedures and co-oping opportunities. It also gives you the opportunity to ask any questions you might have.

## Financial Information

### Tuition Structure

The Co-op provides a tiered tuition structure that distinguishes between University Student and Non-Student families to prioritize access for the UO student body. Current rate schedules are available in the office and on our website.

Tuition is charged on a weekly basis. The parent/caregiver will receive a bill at the beginning of each month, and tuition is due by the 10<sup>th</sup> of each month. If other arrangements need to be made for payments, it is the parents' responsibility to make these arrangements with the Business Manager before the 10<sup>th</sup> of the month. If you do not make the necessary arrangements, or do not follow the arrangements that are established, late fees will be assessed on your invoice. There are also fees for returned checks and failed automatic payments due to insufficient funds.

### Tuition Questions

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

### Overdue Tuition

Families who have an outstanding balance and who have not arranged payment plans with the Business Manager will be contacted to arrange to pay the balance in full within 30 days or childcare services will be discontinued. After that, overdue tuition will be turned over to a professional credit collection agency.

### Methods of Payment

The Co-op accepts checks, cash, money order(s), or ACH (automatic) withdrawals.

## Discounts and Credits

- 10% discount on the entire tuition bill for families with 3 or more children
- \$8.00 per hour for co-oping credit for non-essential jobs; \$10.00 per hour for essential jobs (shopping, laundry, work parties, and events)

## Vacation or Sick-time Credit

The Co-op 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

- \$80.00 Registration fee per family
- \$1.00 per minute per child late fee after 5:30 p.m. (see under Late Pick-up Fee).
- \$20.00 late tuition payment fee
- \$25.00 NSF Fee for returned checks.

## Support Fees (Per Enrolled Child)

- \$25.00 Supply fee per term
- \$5.00 Technology fee per term
- \$20.00 Diaper fee per month for part-time children
- \$25.00 Diaper fee per month for full-time children
- \$5.00 per day, or \$20 per each 4 or 5 days per week: Van Transportation Fee for Kindergarten and School Age
- \$3.00 or \$5.00 per Field trip fee (dependent on the cost of the field trip)

## Meals

- \$1.75 per lunch per child for above USDA scale families/ \$ .40 per lunch reduced scale.
- \$ 1.00 per breakfast per child for above USDA scale families/ \$ .30 per breakfast reduced scale.

## Hourly Fees

- \$10.00 Student hourly rate for Honeysuckle, Buttercup and Willow classrooms\*
- \$8.00 hourly rate for Huckleberry and Juniper classrooms\*
- \$7.00 hourly rate for Cedar Room\* (**summer only**)
- \$13.00 non-student hourly rate for Honeysuckle, Buttercup and Willow classrooms\*
- \$10.00 non-student hourly rate for Juniper and Huckleberry Room\*
- \$9.00 non-student hourly rate for Cedar Room\*

\*Additional hours outside your child's scheduled enrollment and within the Center's operating hours must be approved by Admin in advance.

## Public School Days Out (Kindergarten and School Age only)

If your child is regularly scheduled on that day:

\$45.00 **Student** Kindergarten-School Age per day School Day Out

\$70.00 **Non-student** Kindergarten-School Age per day School Day Out

If your child is NOT regularly scheduled on that day:

\$60.00 **Student** Kindergarten-School Age per day School Day Out

\$75.00 **Non-student** Kindergarten-School Age per day School Day Out

## **Late Pick-Up Fee**

The Co-op closes at 5:30 p.m. and expects that all children be in their parent's care and responsibility by the closing time. After 5:30 p.m. we will attempt to call you and if we are unable to reach you, we will begin to contact your emergency contacts people to pick up. In addition, for every minute that your child is left in our care, you will be billed at the rate of \$1 per minute per child. A second late pickup in one term will result in a double fine; a third late pick-up will triple the fine, and subsequent lateness may lead to termination of care. The charge will be added to your invoice and due immediately.

## **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 online](#). Completed applications and appropriate documentation must be returned to the ASUO where an eligibility determination will be made. Eligible student families receive 40% of their childcare costs from these funds. 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 to meet childcare expenses have been increased. In some circumstances students who are working and attending school may qualify. Information about Employment Related Day Care is [available online](#).

## **Schedule Information**

We offer both full and part-time schedules for purchase which allow our families to use any of the hours we are open 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 schedule, or Tuesday/Thursday full day schedule. We also offer Kindergarten 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 (two day minimum) if a full week is not needed for after-school care. We will also do our best to accommodate special requests during the summer to better assist student parent' access to their summer class needs. Families in the School-age summer program will be able to request care by selecting the weeks that they want to utilize care.

### **Schedule Changes**

If a parent/caregiver needs to change their child's schedule, they must communicate with the Business Manager. There is more information below depending upon the nature of the schedule change.

### **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 made 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/emailed notice submitted to the Business Manager, to decrease your child's schedule. This allows us time to fill the space with another child and the transition time for them to start. If the spot can be filled sooner, you will only be charged for the days that the space was vacant during the 30 days.

## **Withdrawal from The Co-op**

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

If 30-day notice is given and then your family wishes to return to the Co-op at a future date, you will need to start at the beginning of the process and fill out a new waitlist application.

## **Dismissal Policy**

The Co-op 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 programs.

## **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 of what they can contribute to their child's school experience, 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, helping in the classroom works best, which allows them to be directly hands-on and integrated into their child's room. Some parents prefer to share their unique skills or expertise in the classroom, or throughout the center. In that regard, we have parents who will come in and lead the children in things like yoga, music experiences, artwork, and computer programming. For parents with more limited availability, sometimes doing our shopping runs, cleaning up the playground, helping fix up books, or sewing repairs and projects become their avenues to participate.

### **Board of Directors**

The Board of Directors serves as the volunteer oversight body for the Co-op. The Board is responsible for hiring, supervising, evaluating, and advising the Executive Director and provides oversight for all policy and fiscal decisions impacting the functioning of the Co-op. The Board is composed of volunteers including parents representing UO students, UO faculty, staff, and the larger education community. The Board meets for 90 minutes online once a month at a date and time determined by the current board members. Annually, they also support Teacher Appreciation Week, a Membership Meeting in the Spring, and a Retreat in late Summer. Extra meetings can be scheduled as needed. Every Board member is asked to join at least one Board Committee (Executive, Personnel, Finance, or Fundraising) and these groups try to meet once a month online for one hour. Due to the legal function of being a board member, this role is not eligible for co-oping.

### **Parent Involvement & Co-oping**

Co-oping is an important part of our community and encourages meaningful family involvement. Parents and extended family members are welcome to share any skills or talents that benefit the center and enrich the children's experiences. Through co-oping, families build stronger connections with staff, participate more deeply in their child's daily life, and help create a sense of community, ownership, and belonging for everyone involved.

### ***Who can co-op?***

Parents and extended family members can co-op to help reduce tuition costs. Family members working in the center while children are present must first register and be approved through the Oregon Department of Early Learning and Care Central Background Registry and complete a brief orientation with Administration.

### ***How many hours can you co-op?***

We suggest 2 hours a week for part-time childcare schedules and 4 hours a week for full-time childcare schedules (per child). Some parents work more than the suggested amount while some parents work less. 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 by parents online](#) to receive tuition credit on your bill. All credit for co-oping will be given in the next billing period at a rate of \$8.00 per hour worked for non-essential jobs and \$10.00 per hour for essential jobs (shopping, laundry, work parties, and events).

### ***What opportunities for co-oping are available?***

- **Classrooms:** Working as a volunteer (requires an orientation and an enrollment in the Central Background Registry), planning, and helping on field trips, straightening up classrooms at the end of the day, cleaning, and typing up documentation
- **Classroom Representative:** Parent communication support for teachers
- **Kitchen:** Food shopping, food prep, dishes, and kitchen deep cleaning
- **Center:** Library book runs, playground cleaning, bus cleaning
- **Home Projects:** Sewing, building projects, weekend laundry, book repair.
- **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. We also have outdoor work parties to update and maintain our play yard spaces.
- **Committees:** Center events and fundraisers and Diversity Committee.
- **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. We welcome all parents who want to get involved.

## **Co-op Events**

As a learning community, we strive to create and offer a home away from home for everyone who enters our center. We host opportunities for families and staff to get together as a community and provide an array of gathering events throughout the year. Our Co-op calendar, monthly newsletter and event fliers will announce upcoming community events throughout the year.

## **Parent Communication**

We know that effective communication is at the core of a stable and productive relationship between the Co-op and our families. Teachers stay in an open dialogue with parents about their children's time at school in a variety of ways. Each classroom hosts parent meetings and conferences each year, where we discuss the curiosities and experience each community of learners has had that school year. 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.

Each classroom creates a plan for communication with families and 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 about how our philosophy informs our work. These communications come in the form of emailed journals and information, personal learning stories or journey books, as well as messages to individual families.

## **Parent Information Areas**

In the lobby of the Co-op, there is a bulletin board that contains important information for the entire center. You can find information such as licensing/certifications, menus, co-oping opportunities, calendar of dates, announcements, Board of Directors messages, and event planning information. Each classroom also has a Parent Information Board for things like field

trip sign-ups, daily schedules, invitations to learn about and participate in the children's research, and announcements pertaining to that class.

### **Teacher Availability**

It is difficult during most hours of operation for teachers to get away from the classroom without prior planning. The teacher's focus needs to be on the classroom environment and the children present. Please schedule a time to meet with a teacher if you have a concern or suggestion that warrants a more involved or focused discussion.

### **Parent Surveys**

It is a top priority for the Co-op to provide a warm, inclusive environment for our children and their families. Parents and lead teachers can provide input on a center-wide survey, as well as an evaluation of the Executive Director that is sent annually to all parents and lead staff. Findings from these evaluations are used to decide future changes, goals, and intentions for the Co-op at the annual Board Retreat and annual Administrative Retreat in the late summer as well as Fall In-service Week.

### **Parent Perspectives and Process for Concerns**

It is always our intention 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 avoid discussing confidential information when others are present, and during the process we strive to collaborate and create a positive environment for families, children, and staff alike. We encourage parents to reach out and set up a meeting with the Lead Teacher(s), and if needed, discuss sensitive issues outside of classroom times.

### **Grievance Policy**

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 individual Parent/Teacher Conferences during Winter and/or Spring term.

If a parent has a concern that needs communication beyond the classroom teachers, they should go through 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 the school's policies/procedures/practices, they may address their concern to the Director(s).
- If, after the above process, the parent feels unsatisfied, they may, at any time, present their concern in writing to the Board. It will then 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.

### **Family Code of Conduct**

At the Co-op, we understand that, at all times, it is important to respect each other's emotional and physical space. Thus, it is not acceptable to threaten another person verbally or physically at our center. Any adult who verbally or physically threatens another person is asked to leave immediately. A written warning or immediate dismissal from the program is dependent upon the severity of the situation and any history at the Co-op of prior issues of this nature. In some situations, we may feel that we will need to meet with the parents to set up guidelines for when 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 people involved to attend these meetings to track the progression 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 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 help provide the children with a positive, healthy respect and acceptance of all human beings. In sum, the Co-op continues to strive to solve any concerns at the most direct level. We offer a process for concerns to be addressed in our mutual acceptance and grievance policies included in our Parent and Staff Policy/Guidebooks.

## **Supporting Children with Special Needs**

### **Inclusion Policy**

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

If a child with special needs is enrolled in our program who would benefit from a specific support system when caring for that child, such a plan shall be developed in writing between center staff, parent(s), and if necessary/applicable, outside specialists. All staff that work with that child shall be fully aware of the plan and any changes that occur to the plan throughout the year. Copies of the plan will be given to the parent(s), kept in the office, in the child's file, and stored in the classroom Sub Binder.

All assessment and intervention services are provided in a manner that emphasizes inclusion and full integration within the curriculum, activities, routines, and classroom cohort. Decisions about placement for a child will be based on our ability to meet the child's needs with the resources available. These decisions will be made in conjunction with the family and any other professionals working with the child to ensure on-going support for the entire family and classroom staff. Children with specific care needs will be grouped by chronological age, except when recommended otherwise by the child's healthcare or otherwise qualified professional.

In following ADA guidelines, the Co-op will make reasonable accommodation and modifications when these are needed to serve children with disabilities. "Reasonable accommodations" means the accommodations would not place an undue burden on the program and would not require a fundamental alteration of the program. Accommodation can be as simple as making sure that physical barriers are removed, staff are trained or providing adaptive equipment. The Co-op 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 things like large print books, basic sign language, or a sign language interpreter. In addition, our staff attend various training events in-house, online and in the community focused on helping them develop the skills and strategies to support children with specific needs in their care most effectively.

### **Discipline – Positive Behavior Support Guidelines**

The Co-op also incorporates positive and healthy respect into our discipline policies. The Co-op's discipline guidelines are based on the premise that children grow and learn best in a loving and empowering environment. 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. We learn to build skills by starting with each child's strengths and incorporating consistency, facilitating practice and communication to learn what can be done next time.

Teachers use clear, direct statements with simple language about what is appropriate (what you want them to do rather than what you do not want them to do) and model the behavior they encourage in the children. Children are offered the words and empowered to solve their own conflicts with the guidance of a teacher. The level of facilitation needed depends on factors such as the ages of the children involved and the intensity of the emotions present. 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. Therefore, teachers are careful to ensure that expectations are developmentally appropriate for the child. Teachers will provide support and redirection when

behaviors happen 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 about how they feel and what they want or need using a calm voice and neutral approach. A plan and idea for positive action is established for the future. In some circumstances, the scenario is brought to the larger classroom cohort to discuss perspectives, questions, ideas, and strategies.

**Giving Children Space:** If either/neither of the children is not ready to talk, they are given time to feel ready to communicate. We understand when children's emotions are heightened, they will not be able to hear or understand what is being said to them. This offers them the chance to regulate to be ready to listen and communicate. Teachers will also create a safe space within the classroom for children to use as a place to self-regulate. Sometimes the return to discussion will be teacher initiated if the child who hurt another child is unwilling to talk after a period of time.

**Cooling Down in the Office:** If the child makes the classroom an unsafe place, the child will be offered the chance to "cool down" in the office. This is a quieter space where the child can be adequately supervised to avoid hurting themselves or others. The teacher or Administrator will try to identify and validate the child's emotions with clear, comforting, and simple statements of understanding that the child is experiencing big feelings and that they will help them get through it together. The adult will use this as an opportunity to teach and model self-regulation techniques in a less stimulating environment than the classroom. Depending on the frequency and severity of the behavior, parents will be called, and a plan of action will be established.

**Creating a Safe Haven:** If the child poses a physical or verbal threat to other children and is not willing to leave the area, the teachers will have the rest of the children move to a different space until the environment is safe to return to. This removes the audience and reduces stimulation for the child. Administration will step in to help maintain safe classroom ratios.

**Physical Restraint:** If a child's behavior endangers their safety or the safety of others, passive physical restraint may be used after a variety of other de-escalation methods have been tried and have proven ineffective in that particular instance. Physical restraint must not be used as punishment and should not replace other forms of developmentally appropriate behavior guidance.

Physical restraint is a reactive behavior management strategy in which a child's freedom of movement is restricted by means of a caregiver physically holding the child for safety reasons. Restraint can only be used for as long as the child's behavior imposes a reasonable risk of imminent and substantial physical or bodily harm to the child or others. Physical restraint must be limited to holding the child as gently as possible, in an age-appropriate manner, for the minimum amount of time necessary to control the situation.

If physical restraint is used the Co-op must immediately notify the child's parent(s) and if it is used more than once on a specific child, the Co-op must develop a written plan with input from the individuals who have knowledge of the child's behaviors, to address underlying issues and reduce the need for further physical restraint in the future.

In general, the teachers will consult the child's family members if there are persistent behavior challenges. A meeting will be established where a degree of consistency in adult responses 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(s) 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, and/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.

### **Positive Behavior Support Plan Steps**

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

**Initial Conference:** The Lead Teacher(s), Director, Pedagogy Coordinator, and parent(s) will work together to produce a plan of improvement. A reasonable period of time to implement the plan will be established at the initial conference. The outcome required 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 or Inclusive Partners) to help the child make positive choices in the program within a reasonable timetable. Some provisions of the 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 for inappropriate behavior.
- Determining the level of support needed in the classroom.
- Brainstorming strategies for self-regulation and de-escalation.

### **Screening and Assessment of Child Progress**

You may be asked to fill out a screening tool about your child’s development and/or social emotional development, called the ASQ (Ages and Stages Questionnaire) and/or the ASQ: Social Emotional. This screening tool is recommended by the American Academy of Pediatrics and will help us identify your child’s strengths and areas where skill building would be helpful. The staff at the Co-op will provide non-English speaking families translated questionnaires. Paper copies of the questionnaire will be available upon request.

### **Severity of Behavior:**

- **Level One:** Redirection and regulation strategies are discussed. Additional support staff are not needed.
- **Level Two:** Additional support staff is needed to facilitate interactions with other children and the classroom environment. Reduced classroom hours may be established. Possible outside resources, such as EC Cares or Inclusive Partners, are contacted for observation and support.
- **Level Three:** Additional support staff is needed to provide one-on-one shadowing by a teacher to help reduce unsupervised contact with other children. Reduced classroom hours established. The number of reduced hours depends on staffing and support from outside services and parents.

**Follow-up Plan:** The Lead Teachers, Executive Director, Pedagogy Coordinator, parent(s), and in some circumstances, outside support services, will meet to reassess the situation at the end of the time established in the initial conference. 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 adults involved will examine what changes can be made to the plan. If the behavior does not change after an adjustment to the plan, the child may 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, staff, or themselves.

**Appeal Process:** If the parent does not agree with the plan, the parent may file a complaint in writing to the Co-op Board of Directors within one week of the date on the written care plan.

### **Biting Policy**

Our program recognizes that biting is, unfortunately, not unexpected when young children are in group care. We are always upset when a child is 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 that children bite for a variety of reasons. At young ages 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 four main steps to our response:

1. Care and any first aid needed for the child who was bitten.
2. Help the child who bit understand that this hurts and is not okay. Support them to check in on the child who was bitten.
3. Work with the child who bit to try and figure out why and learn an appropriate behavior(s) for next time.
4. Examine our program: environment, materials, and teaching practices to avoid future biting.

5. Document the incident for both children involved using an Incident Form to be given to the family at pick-up time. If the bite has broken the skin, both families should be notified immediately.
6. If biting persists, staff will look for patterns such as the time of day, the children involved, the activity going on at the time, and where in the environment biting is happening.

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

If more directions are 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, Inclusive Partners, or other child development specialists. We would then look at their findings and decide on a plan of action from there. We will keep all adults involved informed of the situation; however, we will keep the name of the child who bit confidential. This is to avoid labeling the child, support keeping the cohort unified, and gives our teachers the opportunity to use their time and energy to work on stopping the biting.

Our teachers express strong disapproval of biting. They look for patterns of predictable behavior and 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 and call both families. If children are bitten and their skin is broken, we recommend that they be seen by their health care provider to check for blood borne pathogen exposure.

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 or Teacher Assistant and the parent, and then the original report is given to the Executive Director to review and sign before filing the report in the child’s personal file. The teacher will offer a copy to the parent(s) as well.

## Discrimination and Harassment Policy (For Children)

The Co-op policy prohibits discrimination and harassment. The definitions 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 based on 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.

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 with the child who was the affected party of the discriminatory act:

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

- “I understand why you feel hurt. I’m here to help you.”
- “Would you like me to help you talk to (the other child?)/let (the other child) know how that made you feel?””

**Assessment:** Teachers, the Executive Director and the Pedagogy Coordinator 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 responsible for the discriminatory act.
- The seriousness of the content in the statement or act.
- Did the child know what was said was hurtful?
- Has this or something similar happened with this child before?

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

- Help and protect the child who was the affected party of discrimination.
- Help the child who made the discriminating act/statement learn why this is not okay.
- Work with the child who made the discriminating act/statement to prevent it from happening again.
- Examine our program to do everything we can to offer a safe haven for all children.

**Incident Forms:** Incident forms will be made up for both sets of parents describing what was said, how it was handled, and next steps including what will be done to prevent it in the future.

**Meetings:** Both sets of parents will be told individually and privately what happened and the concerns that will be addressed. For confidentiality, no names will be given.

- *Parents of the affected party:* Will be told about the incident, how it was handled, and the plan of action that will follow.
- *Parents of the responsible party:* The Lead Teachers, Executive Director, Pedagogy Coordinator, and parent(s) will work together to address the situation, so that we can do everything we can to avoid having it happen again. A period of one to two weeks will be established to implement a plan of action. The adults involved will meet at the end of the time established to assess the plan of action. If the plan works, 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 well-being of the children in the classroom will need to be examined before going further.
- Why wasn’t the plan working?
- Are more people needed in the classroom to ensure safe communication between the children? If this is the case, the plan will be rewritten with changes and one more 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 described above, there is no improvement and continued concern for the safety and well-being of the child(ren) in the group.
- If after the plan of action is completed, there is another incident of similar discrimination (Based on determination at assessment).

## Center Information

### Hours of Operation, Closures, and Other Procedures

The Co-op’s hours are 7:30 a.m. to 5:30 p.m., Monday through Friday.

We are closed for all University-scheduled holidays which include Labor Day, Veterans Day, two days for Thanksgiving, Christmas, New Year’s Day, Martin Luther King Jr. Day, Memorial Day, Juneteenth, and Fourth of July.

We close for the week of Spring break and two weeks of the UO Winter break.

We also close one day in June for Classroom Transitions and one week in September for teacher In-service to prepare for the upcoming academic year. Additional professional development time is taken during Winter or Spring Breaks.

### **Arrival and Departure Procedures**

The Co-op is open to children and parents at 7:30 a.m. From 7:00 a.m. to 7:30 a.m. teachers opening and preparing the classrooms for the day. Parents arriving are required to stay with their children until the Co-op opens at 7:30 a.m. and are invited to enjoy their time together in the hallway while having books available for their pleasure.

To support children's social and emotional well-being, we ask that all children arrive by 9:30 a.m. on scheduled school days. Arriving on time helps children fully participate in classroom routines, group learning, and planned activities.

If your child has an appointment, early pick-up, or other schedule change, please notify the Lead Teachers and Administration in advance. Late drop-offs are not permitted during classroom rest time.

We understand that occasional delays happen. If you will arrive late for reasons other than an appointment, please call the front desk at (541) 346-7400 before 9:30 a.m. A grace period of up to five minutes may be allowed. Frequent late arrivals may require a plan to improve timeliness.

Parents or authorized individuals must accompany their child to the classroom and sign them in and out each day using the classroom logbook. Please make sure the Lead Teacher is aware of your arrival and departure so staff know which children are in their care and can communicate important information with families.

A smooth drop-off is best supported by a clear goodbye and transfer to staff. Families are welcome to call the front desk to check in, especially after a difficult drop-off.

### **Parking**

Parking at Spencer View is limited. The Co-op parking lot on the east side of the building is reserved for drop-off, pick-up, and co-oping parents only. Please park only in non-numbered spaces, as numbered spaces belong to tenants. Vehicles parked in resident spaces may be ticketed or towed by UO Housing.

After 3:00 p.m., the bus parking area in front of the Co-op is also available. Street parking is available on 24th Avenue and Patterson Street. ADA parking is located in front of the Housing Office.

Please help keep parking areas as "no idle zones" by turning off your vehicle while dropping off or picking up your child(ren).

### **Authorized Pick-up**

We only release a child to a person that has been authorized by the parents with written/emailed permission that includes the authorized person's name, contact information, and the relationship to the child. If emailed, please send it to all four Administrators and call the front desk to let them know that an email was sent so that we can be sure that the message is received. We ask for picture identification for everyone listed on the authorization form before they can pick up. The person accompanying the child must be at least twelve years of age. The parents of school-age children arriving or departing by bus from a public school need to fill out a permission form during enrollment. Children are accompanied to their classrooms by an adult (parent or teacher) and signed in/out of the 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 Co-op owns two fourteen passenger activity buses. These vehicles are used daily during the 4J school year to provide transportation from local schools for kindergarten and school-age children. The following are the schools for whom we currently provide transportation services:

- Edison Elementary School
- Charlemagne Elementary School
- Adams Elementary School
- Yujin Gakuen Elementary School

Please call the front desk at 541-346-7400 in the morning to report any changes in your child’s transportation needs. Please let us know if:

- You will be picking up your child at school.
- If you will be having someone (provide name) pick up your child at the school
- Your child is absent from school or picked up early for an appointment.
- Your child is staying after school for a special event.
- Your child will be going home with another child straight from school.

In ALL these situations, please contact the Co-op before pick-up time.

*The Co-op takes the responsibility of transporting your children very seriously.*

The Co-op bus drivers are only allowed to release a child to the child’s parent(s). Parents will need to show a photo ID to a driver if the driver does not know you. If you send someone other than yourself, the Co-op will transport your child as usual to the Co-op and the unauthorized person will be asked to contact you as the parent.

Please respond immediately if you are notified of any concerns about your child’s transportation behavior. If a driver reports concerns to the Executive Director about a child’s behavior while being transported, the Executive Director will contact the parents to discuss concerns that day. To ensure the safety of all children and the driver, your child will not be transported until the issue is corrected.

**Seat Belt Laws:** Each bus has 5-point harnesses (that can transport children 25-60 lbs. or 25-90 lbs. depending on the bus), booster seats and seat belts. Children will be placed in the appropriate seating based on Oregon State Seat Belt Laws regarding the weight, height, and age of the child.

### **Inclement Weather**

The Co-op may alter the daily schedule if the weather makes driving conditions difficult or poses a safety concern for staff, children, or parents. When the UO is closed, then the Co-op will be closed. If the UO has a delayed starting time, the Co-op will open a half hour before the UO starting time. We could be operating with limited staff, so state ratios may be utilized, 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 add a voicemail 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 the weather. In the event we do need to close multiple days, parents will receive a tuition credit after the first two days of the closure.

### **Utility Disruption**

If the utilities are disrupted at the Co-op, the Co-op will make every effort to remain open. After one hour of interrupted service, the decision to close the center or delay opening will be based on:

- Natural light:
- Temperature of the center
- The ability to heat food and formula
- Water

It is rare for the Co-op to be closed multiple days due to utility disruption. In the event we do need to close multiple days, parents will receive a tuition credit after the first two days of the closure.

## Classroom Specifics

### Absences

Please notify the **center no later than 9:30 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. Call the front desk at 541-346-7400.

### Animals in the Center

Classrooms may occasionally have a pet. Teachers are responsible for the animal's care and habitat maintenance outside classroom hours, and children will wash their hands after handling the animal. A written care plan outlining safe handling and proper care will be maintained for each pet. The Oregon Department of Early Learning and Care prohibits reptiles, frogs, monkeys, hook-beaked birds, baby chicks, ferrets, and aggressive animals. Families are encouraged to take pets home during weekends, holidays, or closures, with co-op credit hours available for participation.

Additionally, in alliance with the policies of the Oregon DELC, animals will not be allowed inside the building without prior authorization from the Executive Director. If applicable, animals must be current with shots and have a clean record of health from a veterinarian. For more information, please refer to their website [Oregon Department of Early Learning and Care](#).

### Birthdays

We will be happy to help you celebrate your child's birthday. Talk to the Lead Teacher(s) 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 not to make holidays a focus for our children's activities but invite families to share their traditions with us. Parent permission must be given for their child(ren) to participate in any center-sponsored religious or cultural event and for any occasions where food is served. Throughout the year we will provide opportunities for children and their families to discuss their traditions and share family favorites as a way for us to learn and grow together. The Diversity Committee will also help the Co-op recognize history and heritage months by providing resources and a monthly newsletter with links to local events.

### Cell Phones

All cell phone use in classrooms needs prior approval from administrative staff or the Lead Teacher in the classroom. Otherwise, please turn it off/silence it before entering the classroom (parents included).

### Fieldtrips and Walks

Classrooms may go on field trips during the year. Teachers will give at least a one-week notice for pre-planned field trips when classrooms will use a Co-op bus or city bus for transportation. Please plan for extra drop off time if a field trip requires you to install your car seat on one of our buses. We require parents to be enrolled in the Central Background Registry to join us on field trips. Please let the Lead Teacher know if you are interested and remember that you can only oversee driving and supervising your own child on a field trip. Another child can ride in your vehicle with you if their parent rides along too. Co-oping hours are available for time spent on field trips if you are needed as part of the adult: child ratio, are enrolled in the CBR and have been through a volunteer orientation.

On occasion, however, spontaneous trips on and around the campus area will occur. These trips may include walks to campus, University Park, Amazon Park, and other play locations near Spencer View Family Housing. On these outings there is at least two teachers with the group (including a teacher that is qualified to be left in charge of the group). 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 first and check out the restroom before bringing in the children.

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

### **Lost & Found**

There is a lost and found basket in each classroom. If any of your child's belongings are missing, please check the appropriate classroom and/or talk to the teacher(s). Remember: Please label your child's belongings for better identification. From time to time, we will donate items in the lost and found that have not been claimed after a timeline has been communicated to the parents.

### **Media Use**

#### ***Infant-Wobbler***

Children under the age of 2 will not be exposed to screen time during classroom hours unless it is used to supplement an intentional activity for a brief period.

#### ***Preschool Age and up***

The occasional use of television, films, and videotapes is limited to rare, special circumstances that represent developmentally appropriate, non-violent, and culturally sensitive programming, previewed by a staff person. In this situation, alternative activities are always available, and no child is required to view the program. The center will not exceed 2.5 hours of screen time in a week unless it is for a special event or project.

Children have access to a computer in the Cedar Room. Teachers use 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 with limited time to play educational games on the computer. A few selected days during the year are designated as Electronic Days when the school-age children are invited to bring and share their devices from home with their friends. The teachers will ensure that the children do not view inappropriate content.

### **Naptime**

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

Oregon DELC 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 30 minutes children who are not sleeping will be provided with a quiet activity until the end of the rest time.

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 30-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 snacks 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**

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. 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, parents, or others may take their own photographs of their own child. Photographs in the possession of the Co-op 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
- Social Media
- Google Photo Album (access only granted through invitation)
- Private YouTube Channel (access only granted through invitation)
- Center-wide events or projects
- Visibility in the community
- Educational Presentations
- 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 following their lead) in going to the bathroom on the toilet, please let the teachers know, so that we can also follow through at school. Staff will also be observing children for toileting awareness. If a child is starting to show an interest in toileting, teachers will consult with the family and develop consistent strategies for approaching the child’s toileting needs and toilet learning plan. These strategies will reflect the home environment and be culturally sensitive. Sometimes kids respond differently about potty training at home and at school. It is important to us that the plan is relaxed and pressure-free. At the Co-op we do not utilize extrinsic rewards or punishments. We may use visual prompts to help guide them through the steps of going potty. Please see your child’s teacher for further details related to potty training. It is also required that children be fully potty-trained before moving to the Huckleberry classroom.

## **Sexuality Dialogue**

It is developmentally 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, unwelcomed touches, 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. If dialogue and curiosity around sexuality and private body parts moves from conversation and questions into actions between children, the teachers and administration will discuss

and put into practice ways to ensure that all children feel safe and personal boundaries are respected. This may include meeting(s) with the parent(s)/guardian(s) of the children involved.

### **Toys**

We realize there can be a need for children to bring an item to the center 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, a rest time love/stuffed animal, or an item that can be used with the current study or interest of the class. Children should expect to share the item with their peers, or have it put away/stored while they are at school. If your child needs a toy or other item to get into the classroom, please take it with you when you leave. Please know that the Co-op will not take responsibility for toys or items left at the Co-op.

### **Weapon Play**

The Co-op 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 with the children about the potentially harmful use of weapons. While not encouraging it, we will not stop all of this kind of play if we have talked to the parties involved, they all feel safe, and it is agreed upon dramatic play. When weapon play is not (or becomes not) agreed upon and consensual or becomes too scary/unsafe between the involved parties, it is treated like any other act of aggression and stopped immediately.

### **Nutrition**

The Co-op’s food program is an integral part of our center. The Co-op provides a vegetarian menu that includes breakfast, lunch and snack each day. Meals are freshly prepared (no processed foods) daily by our Kitchen Coordinator and student kitchen aide 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 children with allergies, disabilities, or other dietary restrictions.

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, classroom life, and to encourage them to try 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 trying a variety of foods.

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. Only children under 1-year-old can eat on their own schedule.

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

<b>Meal</b>	<b>Times</b>
Breakfast (all rooms)	8:30-9:00 AM
Lunch – Buttercup/Willow	11:30 AM-12:00 PM
Lunch – Juniper/Huckleberry	12:00 - 12:30 PM
PM Snack (all rooms)	3:00 - 4:00 PM

If your child does not eat well at a meal and needs more food, the Co-op will provide healthy alternative foods/snacks separate from the meal and in a designated area away from the other classmates. No outside food can be brought from home except for children under the age of 1 or a medical authorization form is filled out and on file.

### **Meal Substitutions**

The Co-op provides food alternatives as needed. USDA guidelines require the Co-op 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 a 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, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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

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

USDA is an equal opportunity provider.

## **Health and Safety Protocols**

### **Access to the Facility**

Our front door remains locked during all hours of operation and visitors ring the buzzer when requesting access. A receptionist monitors the entrance; if a visitor is unrecognized, the door remains locked while the receptionist verifies their identity and purpose of visit.

- **Classroom Guest:** If a volunteer is scheduled for a classroom visit, the receptionist verifies their identity and purpose of visit; once verified, the visitor signs into our visitor log located by the front desk.
- **Pick-up Authorization:** If an authorized person is here to pick up a child, the receptionist verifies their photo ID against the authorized pick-up forms kept at the front desk.
- **Staff Escort:** Once verified, the authorized person is escorted to the classroom for a formal introduction to the lead teacher.
- **Contractors:** Maintenance or delivery personnel are only admitted after admin verifies the appointment, and they must be always accompanied by a staff member.

## **Child Abuse Reporting**

Every employee at The Co-op is a Mandatory Reporter. In the event of suspected child abuse or neglect, it is our responsibility as “Mandatory Reporters” to call ODHS on the Oregon Child Abuse hotline immediately. The phone number is 1-855-503-7233. In the event an adult at the Co-op is accused of child abuse in any form, the Co-op will follow the guidance of ODHS 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**

The Co-op is committed to providing a healthy and safe environment for children and families. We believe children learn best when they feel safe and secure. Classrooms follow daily and weekly environmental responsibilities, while the facility is maintained through parent participation, maintenance specialists, and nightly janitorial services. The Co-op also works closely with University Housing to coordinate building maintenance and community room use.

## **Health of Children and Staff**

It is our intention to keep everyone safe and healthy at the Co-op. Within the scope of our protocols, an ill child is not allowed to attend the Co-op during the duration of their illness. Fever, vomiting, diarrhea, or other illnesses jeopardize the health of the child as well as other children and staff. Children and staff cannot return to the Co-op until they have been fever-free for 24 hours without aid of fever reducing medication such as Tylenol or Motrin and all other symptoms improving. If symptoms include diarrhea and/or vomiting, the child may return to the center after at least 48 hours have passed since their last episode or with written clearance from a licensed healthcare professional. 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 cannot return to the Co-op until they have been fever free for 24 hours without aid of fever reducing medication such as Tylenol or Motrin and all other symptoms improving.

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

Is diagnosed as having or being a carrier of a 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 is over 100.4 degrees F using a forehead thermometer.
- Diarrhea (three or more abnormally loose, runny, watery, or bloody stool)
- Vomiting (at least one without explanation)
- 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 Co-op program during the time they are diagnosed with a restrict-able disease such as Covid-19, 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 needs medication during the day, please notify the Lead Teacher and fill out a medication form. 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, pharmacist, or on the original packaging.

Parents will provide sunscreen for their child during the late spring and summer months.

There are types of non-prescription medication that may be given to any child if we have written parental consent (parents must provide the non-prescribed medication in the original packaging and fill out a medication form). These are:

- Ibuprofen or Acetaminophen
- Teething Medications
- Diaper ointments or Lotions
- Sunscreen and Sunburn Ointment
- Saline Nose Drops
- Baby oil or Powder
- Chapstick
- Antihistamine
- Antiseptic wipes
- Antibiotic cream
- Hydrocortisone cream
- Cough syrup
- Toothpaste
- Insect Repellent

Parents must label the medication with their child's name and provide the right dosage amount for their child. Parents will be asked to fill out a permission form during enrollment each year detailing their personal permissions for use of each of these non-prescribed medications.

## Incident Forms

### Injuries/Incident Forms

An Incident Report form is completed by Lead Teachers and/or Assistant Teachers:

- After an injury/incident, physical or psychological occurs. Not all physical contact will warrant an incident report.
- The report includes this information: the child's name, the date, what happened, where it happened, and treatment, witness(es), if a parent was called/what time, and how we plan to try and prevent it from happening again. A lead teacher or teacher assistant will sign and date the form.
- Every effort will be made to inform you if your child has an accident/incident on a specific day and you are encouraged to talk to the lead teacher about anything you do not understand for further clarity.
- You are responsible for keeping emergency information updated in your child's enrollment paperwork on GuideStar.
- For anything other than a minor injury, you will be contacted as soon as possible.
- In case of an accident that may need medical attention, the teacher(s) will first administer first aid. Next, the child's file will be accessed, and the parent(s) notified. If we are unable to reach you or anyone on your emergency contact list, 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 Riverbend hospital by ambulance or aid car.
- Please sign and date the incident report when you receive it. If you would like a copy, the teacher will make a copy for you. All incident reports are then given to the Executive Director so that viable solutions and changes can be implemented quickly. The Executive Director will also sign and date the report and put it into the child's personal file.

## **Risk Management**

The Co-op has a separate document that includes information and procedures to follow should any of the following situations arise: fire, earthquake, medical emergency, blood borne pathogens, poisoning, lockdown, threatening individual, suspicious package, bomb threat, inclement weather, early dismissal, utility disruption, flood, biohazard, air quality, excessive hot or cold temperatures, lost or missing child, risky activity protocols (swimming and bike riding), serious injury or death, and child abuse reporting. A copy of the guide is available in each classroom and in the front office and is used in periodic training.

### **Communications During Emergencies**

The Executive Director (or another member of Administration in the absence of the Executive Director) will communicate with the staff and families of the Co-op when there has been any need to utilize our emergency procedures beyond our regular practice drills. This communication will be done through email and/or text/phone message depending on the situation and what method(s) of communication are still available.

### **Staff Screening**

All teachers who work in the center are required to be registered/enrolled in the Central Background Registry before they can start working at the center. All staff have a current Food Handler's certification within the first month and First Aid/CPR (with Pediatric training) within the first three months of employment in our program as well as other required safety training certificates through Oregon Department of Early Learning and Care. Only Lead Staff, Teacher Assistants, and Teacher Aide 2's can be left alone with children.

### **Volunteers, Interns, Co-oping Parents**

The Co-op encourages volunteers to participate at our center. Like any person who works in the center, they must provide us with a reason for interest, be enrolled in the Central Background Registry with the Oregon Department of Early Learning and Care if over 18 years of age and have an orientation of our policies and procedures. They must always be supervised by a Lead Teacher, Teacher Assistant, and/or Teacher Aide 2 of the classrooms they are working in. Volunteers, interns, and co-oping parents are not a part of the classroom ratio and cannot be left alone with the children at any time.

### **Visitors/Volunteering Protocols**

Any person visiting the Co-op 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, visitors must enter the date, time, reason, specific room of their visit, and supervisor. They will then need to also 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. Volunteers must be at least 13 years of age and if they are under the age of 14, they must have written permission from their parent(s) or guardian(s). Unless they are participating in a structured volunteer program, volunteers under the age of 14 may be on the premises of the center for no more than 4 hours per day.