

Lane Child and Family Center Family Guide



2016-2017

Lane Child and Family Center Family Guide

We are glad you have joined us at Lane Child and Family Center. We look forward to serving your family.

Lane Child and Family Center is a state-licensed child care program serving students, staff, and the community and is accredited by the [National Association for the Education of Young Children](#) and rated 5 stars by Oregon's Quality Rating and Improvement System. Lane Child and Family Center serves as a teacher preparation school for Lane Community College's Early Childhood Education (ECE) program. Dual goals of excellence in child care and structured learning opportunities for students of the ECE program are our primary focus. Working in cooperation with Lane's Early Childhood Education faculty and instructors provides our program with a wealth of high quality early childhood practices and staff.

The Center's classrooms are supervised by Lead Co-Teachers and assisted by support staff and parent volunteers. Our teachers have extensive training in Early Childhood Education, and share a combined total of over 100 years teaching experience! The Lead Teachers are assisted by ECE practicum students, co-op parents, and teacher aide volunteers allowing for low adult-to-child ratios. The Center's administrative staff as well as the ECE Faculty Instructors play an important role in the oversight of classroom teachers and assistants. Everyone working with the children must pass the required Central Background Registry.

PARENT GUIDE CONTENTS

Lane Child and Family Center Contact Numbers	Page 2
General Center Information	Pages 2-3
Fees and Billing Information	Pages 3-4
Classroom Information	Pages 4-7
Meals and Snacks	Pages 7-8
Support Staff	Page 9
Sample Daily Schedule	Page 9
Curriculum and Philosophy	Pages 9-10
Supporting Social Emotional Development	Page 11
Child Assessments	Page 13
Health and Medical Procedures	Page 14
Safety Procedures	Page 16
Miscellaneous Procedures	Page 18

LANE CHILD AND FAMILY CENTER CONTACT NUMBERS

Administration, Bldg. #24	Child and Family Education	541-463-5517
Katheryn Blair	Child & Family Center Coordinator	541-463-5794
Tatiana Bakhtina	Administrative Coordinator	541-463-3522
Sue Norton	Management Coordinator	541-463-3301

GENERAL CENTER INFORMATION

Hours of Operation

The Center follows the Lane Community College academic calendar and is open Monday-Friday from 7:00am to 5:30pm. Parents may sign their children in any time after 7:00am, but not earlier. Half-day morning schedules start at 7:00am and end at 12:00 noon. Half-day afternoon schedules start at 12:00 noon and end at 5:30pm. Parents with a 12:00 noon class may sign their child in at 11:50 am. Summer hours/weeks may vary.

School Closures

The Center is open year around but is closed for the following holidays: Veteran's Day, Thanksgiving, Winter Break, Martin Luther King Day, President's Day, Spring Break, Memorial Day, Labor Day, Staff In-Service Day, Summer Break, and Independence Day. Please note the Center is also closed the last Friday of final's week each term.

Visits and Observations

Our Center has an open door policy for all custodial parents/guardians. You are welcome to visit and observe your child at any time during open hours. The observation rooms are dedicated spaces for the Early Childhood Education and meeting spaces for the Child and Family Education staff. The observation rooms may also be utilized by parents to observe their child when available. The Observation rooms are not to be used for study space or unauthorized meeting space. Parents must sign in and out at the Center office before and after observations. All other visitors to the classrooms or observation rooms MUST be authorized, provide identification, and sign in and out at the Center office.

Communication with Families

We believe open and mutual communication is the key to a successful relationship between center staff and our families. We encourage the opportunities to communicate regularly with families and other caregivers so that their perspectives can be incorporated into our understanding of their child's development.

We communicate with parents in a variety of ways, including brief discussions upon drop-off/pick-up; messages in the computer system, email, phone calls, parent mailboxes, and our Center Newsletter. Parents should also look for information posted on the sign-in sheet, classroom door, or computer area. We especially enjoy the opportunity to communicate with parents each term at our family social events.

Teachers are available to conference upon request to answer questions or discuss effective ways for staff and parents to address changes and challenges (i.e. a new sibling, a move, an extended illness, parents' separation, etc). The program coordinator is also available for parents to discuss any concerns. In addition, Parent/Teacher conferences are scheduled twice per year to discuss children's developmental progress.

Confidentiality

Under the Family Education Rights and Privacy Act, records related to Center children and their families, and information contained in those records, are only to be shared with other staff or College officials if that person has a legitimate educational interest. Requests for release of information from individuals or agencies must have parental permission. These files include enrollment forms; health assessments provided by physicians; results of any screenings conducted at school by outside consultants; incident reports; reports of diagnostic assessments released to the school by parents; and individual education plans. Staff documentation of conference reports; Child Progress Planning Reports; Developmental Continuum Assessment, Individual Child Profiles; children's behavior and development, including specialized records for children whose special circumstances require extra classroom documentation, are kept in

classroom locations accessible to teachers but out of the reach of children and out of sight of classroom visitors. Employees are not to share information regarding children and families with other ECE students, children, or families.

Individuals that would have access to a child's file include the following; classroom teachers, parents or guardians, center staff, and licensing regulatory agencies. Staff will only share information about family situations, special needs, and other sensitive issues with other staff on a need-to-know basis. Early Childhood Education students, student workers, volunteers, and other adults working within the Center are only informed of such sensitive issues when they are a part of keeping the child safe, supporting the child's inclusion, or when the information might impact their coursework. Staff will keep all children's files and family information in a locked cabinet. Children's files would only leave the Center due to an IFSP meeting at an alternate site for a child with special needs.

Parent Involvement

Parents are valued in our program and can contribute by becoming involved in a variety of ways. Each term the classrooms invite families into the classroom with events focused on sharing activities to encourage building relationships and connecting with other parents. Many family members contribute their talents to the Center by Co-oping, attending field trips, or volunteering in the classrooms. Please fill out the section titled "Family Involvement" on the child and family information page in your enrollment paperwork to let us know if you can help volunteer in the classroom or assist in planning an event. Parents are also welcome to join the Parent Advisory Group, which meets once per month, to discuss the goals and progress of the Center.

Center Survey

Parents and staff are invited to participate in the annual Center evaluation survey. The family and staff's feedback directly impacts the school's quality improvement process for enhancements to be implemented for the next school year. Parents and staff are notified of the results of the survey each year.

FEES AND BILLING INFORMATION

Billing Procedures

Parents can access their child care billing accounts through *MyLane*. You may pay your child care bill on-line through *MyLane*, or by using the drop box located at Enrollment Services in Building #1 or by mailing payments to Enrollment and Student Financial Services, 4000 E. 30th Avenue, Eugene, 97405. If you choose to use the drop box or mail in your payment, be sure your check or money order has your L# written on it. Payments cannot be accepted in the Child and Family Center office. College policy states "All prior term charges must be paid in full before new charges may be incurred for a new term". **Your child will not be able to return for childcare the next term if you have any prior term charges, including, but not limited to the final billing of the term and any and all charges assessed by the college.** *Any bill that goes beyond 91 days past due is subject to collections, which can cause you to have further delays.*

Please note there are no refunds or discounts for absences due to illness or vacations. No refunds will be made for holidays or unplanned school closures such as inclement weather or evacuations.

Student Parents will be billed for the entire term at the beginning of each new term based on their child's schedule. The schedule you requested on the Schedule Request Card is the space reserved for your child, regardless of attendance. If you are a student parent receiving Title IV you will automatically have your child care deducted from your financial aid disbursement at the beginning of each term. (Title IV is a selection choice on your Financial Aid to allow your award payment to disburse to any account charges). Important: even though Lane allows you to carry a balance later in the term, with each due date being the 15th of the month, if you still have a current term balance just prior to "Open Registration" for the following term, any future term registration will be purged and you will have a hold preventing further registration for classes until the current term is paid.

Staff Parents will be billed in three equal billing installments throughout the term. The schedule you requested on the Schedule Request Card is the space reserved for your child, regardless of attendance. Lane does not have a formal

“payment plan” process, however you may pay your bill in smaller installments on your own accord. By paying your account after each installment is billed you will avoid paying the 2% late fee. The first due date for your bill will be the 15th of the first month of the term. Any amount still on your bill at the end of that date will be assessed a 2% late fee the following business day. The same will occur the following month.

Community Parents will be billed in three equal billing installments throughout the term. The schedule you requested on the Schedule Request Card is the space reserved for your child, regardless of attendance. Lane does not have a formal “payment plan” process, however you may pay your bill in smaller installments on your own accord. By paying your account after each installment is billed you will avoid paying the 2% late fee. The first due date for your bill will be the 15th of the first month of the term. Any amount still on your bill at the end of that date will be assessed a 2% late fee the following business day. The same will occur the following month.

Billing to Outside Agencies

Regardless of which outside agencies may be providing financial assistance to a particular family, the parent is ultimately responsible for the payment of child care services provided. We will be happy to process the necessary paperwork, claims, and vouchers you need. However, it is the responsibility of the parent to keep current on any fees, co-payments, and deposits required.

Billing Schedule Changes

All schedules must be submitted in writing on the Schedule Request Card to the Center office. Schedule changes will be accommodated on approval of the Center office staff. Approved changes will take effect one week after the schedule change is submitted in writing and approved by office staff. There is a limit of (1) schedule change after the initial Schedule Request per term. There will be a \$25.00 charge billed to your “MyLane” account for each additional schedule change per term.

Late Pick-up Fees

- Half-Day Morning Schedule Families: Parents with this schedule are expected to pick up their child by 12:00 noon. Picking up your child any time after 12:00 noon will be considered late. Parents who are late will be billed for an extra half day of care based on their child’s current schedule.
- Late Pick-Up After Closing: The Center closes promptly at 5:30pm. Picking up your child any time after 5:30pm will be considered late. Parents who are late will be billed for an extra half day of care. This fee will be based on their child’s current schedule.

Child Care Scholarship and Funding Assistance Programs

There are many opportunities to reduce the cost for childcare and to apply for scholarships and grants. Please stop by the office for additional information or visit the web page at www.lanec.edu/cfe.

Withdrawal

- By Parent: Enrollment is for the entire school year, June through June. If you choose to withdraw your child from care at any point during the school year, you need to give two weeks written notice to the Administrative Office. (If you withdraw from care without giving a two week notice, you will be billed for two additional weeks of childcare.)
- By the Center Coordinator: Our program may not be an appropriate match for all children or families. In some situations, it may be determined that the needs of a child may go beyond the program’s service delivery capacity. In such a situation, staff will coordinate with parents to obtain additional guidance, observation, or evaluation from an outside agency, in a time frame determined by the Child and Family Center. The evaluative information will be required in order for the child to continue to be enrolled.

CLASSROOM INFORMATION

Classroom Assignments and Transitions

Children will be assigned to specific classrooms by the Lane Child and Family Center Coordinator. The classrooms include children ranging from 30 months to 5 years. Research shows that multi-age groupings benefit both younger and older students in the classroom. To maintain continuity of relationships between children and teaching staff, children will remain with the same classroom for the year unless the teachers and parents agree a classroom change is appropriate. The sense of community created in the classroom enables teachers to have deeper relationships with the children and families, provide meaningful and individualized learning activities, and consistent supervision and care for the children.

Transition from Home to School

The transition from home to school can be made easier for your child if you can establish a positive goodbye routine, such as:

- Consistent arrival time.
- Helping your child put their coat away in their cubby.
- Checking in with the staff.
- Helping your child get involved in an activity.
- Remembering to always say “Good-bye” to your child before leaving.

Arrival and Departure

Hand washing is the #1 preventative measure to avoid the spread of disease. Please assist your child with hand washing upon arriving each day before joining the class. Parents are required to sign in and sign out their child on both the computer system check-in and the paper attendance form. Children must arrive in the classroom under the supervision of the parent/authorized person and be signed in on the Daily Attendance Form and Computer Attendance program before the Center assumes responsibility for the child.

A child left unattended by an adult in a vehicle will be reported to Campus Public Safety and can result in a child neglect investigation. (ORS 163.545)

Please make certain the teacher in charge is aware of your child’s arrival and departure as our classrooms and playgrounds are full of activities. We want to ensure your child has arrived safely and is released from our care to the appropriate pick-up person. Be mindful of parking lot traffic and teach your child to wait for an adult before entering the parking area.

Parents must pick up their child by their scheduled pick-up time. Morning parents are considered late at 12:01pm and afternoon parents are considered late at 5:31pm. Late parents will be billed an additional ½ day of care. Please also note the Center closes and the doors lock automatically at 5:30pm. If a parent does not pick-up their child at closing, Center staff will attempt to contact the parents or authorized persons listed on the child’s registration form. If we are unable to contact an authorized person within one hour after closing time, the Lane County Sheriff or Child Protective Services will be contacted to pick up the child for safety.

Absences and Late Arrival

Please phone your child’s classroom if they will be absent or will be more than 30 minutes late. This allows for planning for materials, activities, and meal counts.

Holidays/Special events

Instead of our primary celebratory focus being on holidays, we choose to celebrate the events related to the children’s daily lives. We encourage each family to share their heritage through stories, food, and celebrations year round. This helps us build a sense of community by celebrating our similarities as well as our differences.

Birthdays can be very special events for some families while other families do not celebrate them. To respect all families, we do not celebrate children’s birthdays at the Center. Due to many children’s various food allergies, outside food is not allowed. We realize many of your children’s friends will be at preschool, so please talk with your child’s teachers for ideas to include their friends in a celebration.

Tooth Brushing

At least once daily the classroom schedule will provide the opportunity for tooth brushing and gum cleaning to remove food and plaque. New toothbrushes are provided for children each term at no cost to families.

Extra Clothing

Every child will need to have at least one complete change of clothing in his/her cubby. Water play in the summer, rainy days in the winter, toileting accidents, messy mealtimes and creative activities may require a clean change of appropriate clothing. Please check your child's cubby regularly for soiled clothing, and to replace out-grown or out-of-season clothes.

Diapering Procedures

Clothing that is soiled by urine or feces will be immediately placed in a plastic bag (without rinsing or avoidable handling due to sanitation) and sent home that day for laundering. Staff will check the children for signs diapers or pull-ups are wet or soiled at least every two hours when children are awake, and when children awaken from rest. The toileting log is located on the shelf near the changing table if you would like to check on the frequency of toileting or progress of toilet training. Diapers and wipes are provided by the Center at a charge of \$50 per term.

Toileting

Children may use the toilet at any time. The staff will work with families of children transitioning from diapers to using the toilet. ECE practicum students and classroom aides assisting with toileting are closely supervised by Center staff at all times. Young preschoolers can be more prone to toileting accidents, so we ask you bring your child to school wearing easy-to-change clothing. Please avoid children's clothing with complicated fasteners or belts. Clothing that is soiled by urine or feces will be immediately placed in a plastic bag (without rinsing or avoidable handling due sanitation) and sent home that day for laundering.

Rest/Nap Time

Rest/sleep is essential for the health and well-being of all children. The Center provides children with sheets and cots for rest time; your child may choose to bring a blanket, pillow, and "lovey" from home. The classroom staff will assist children in preparing for nap by reading stories and playing soft music. On occasion, there may be children who have difficulty resting quietly. If this becomes a pattern of behavior a meeting will be scheduled with parents to discuss options which may include requiring parents to pick up their child during nap so other children may sleep/rest peacefully. Please note, we are unable to accept children for care between 12:15 and 1:30 to ensure rest time is not disrupted. Please arrange with classroom staff if you must pick-up your child for an appointment during nap time between 12:15 and 1:30pm.

Toys from Home

Children may bring one "lovey" to rest with. All other toys should remain outside the classroom. Toys from home can get lost or damaged and are not always appropriate for the classroom. Also, other children may want to play with your child's toy and this can cause stress for some children. Please note we are not responsible for any lost or stolen toys. Absolutely no weapons or weapon-play will be allowed at school.

Field Trips and Transportation

Our classrooms often take advantage of the good weather days and take "walk about" field trips. Destinations and the time of scheduled return will be posted in the classroom. If you anticipate an early pick-up time for your child, be sure to inform staff because a sunny day may initiate a spontaneous "walk about" campus and we don't want our fun adventure to be an inconvenience to a parent. When taking a field trip staff bring each child's emergency contact information, first aid supplies, and a cell phone for emergencies.

Occasionally our preschool classrooms take off-campus field trips to enhance children's learning opportunities. Parents will be notified in advance of any off-campus field trip planned and will sign a permission form for each field trip. When taking a field trip staff will bring each child's emergency contact information, first aid supplies, and a cell phone for emergencies. Children will be transported by Lane Transit District bus for any off campus field trips. The adult/child ratio on field trips will be a minimum of one adult to four children. Child and Family Center staff will supervise groups of

children at all times and only teaching staff members will take children to the toilet while on a field trip. Parents are always welcome to participate on our field trips.

Electronic Media Use

The use of television, film, video tapes and audio tapes is limited to developmentally appropriate programming. Our program may occasionally use a digital media or “screen time” intentionally to support and extend children’s current interests and experiences. The content is discussed with the children as related to instructional goals. The programming content will be appropriate for the ages of children, nonviolent, culturally sensitive and free of advertisement and brand placement. Teachers will plan the use of screen viewing and activity encourage children’s involvement and provide at least one other alternate activity while electronic media is being used.

Lane Child and Family Center follows the American Academy of Pediatrics’ recommendations on Screen Time:

- No screen time for children 2 years or younger, and one hour or less of screen time for children 2 through 5 years old. (Screen time includes all electronic media such as television, video/DVD, electronic games, computers, tablets, smart phones, or any other screened electronic device)
- Electronic media is only used during “viewing” time and is not allowed during meals or snack time.
- Teachers and supporting adults do not use electronic media for their personal use during hours for child care.

Media may be used intentionally to support and extend children’s current interests and experiences by:

- Providing opportunities for children to begin exploring and to feel comfortable using traditional mouse and keyboard computers to use websites or look up answers to their questions with a search engine.
- Capturing photos of children’s block buildings or artwork children have created
- Videotaping dramatic play to replay for children.
- Celebrating children’s accomplishments with a display on a digital projector.
- Recording children’s stories about their drawings or their play.
- Making digital audio or video files to document their progress.
- Exploring digital storytelling with children. Co-create digital books with photos of the children’s play or work; attach digital audio files with the child as the narrator.

For additional information on children and screen time visit the following: National Resource for Health and Safety for Child Care and Early Education <http://nrckids.org>, American Academy of Pediatrics www.aap.org, National Association for the Education of Young Children, www.naeyc.org.

Pets/Animals

Pets or visiting animals must be prearranged, have documentation from a veterinarian or an animal shelter to show the animals are fully immunized, and the animal is suitable for contact with children. Teachers will supervise all interactions between children and animals and give children instruction on safe behavior when in close proximity to the animals. Teachers will make sure that any child who is allergic to a type of animal is not exposed to that animal. Reptiles are NOT ALLOWED in the classroom. Please do not bring your pet to the childcare area when you come to drop off or pick up your child.

MEALS AND SNACKS

Meal times at the center are a learning activity. We serve “family style” dining with children and adults sharing the meal together in small groups. The children are encouraged to assist with the meal in their classrooms. Children have opportunities to set the table and clear their food service items when they are finished with the meal. During the meal all food items are placed in serving bowls on the table and children are encouraged to serve themselves with child sized serving utensils. Children beginning to learn to serve themselves are assisted by an adult at the table. Children are offered a variety of nutritious items including fresh fruits and vegetables a minimum of five times a week. Children are encouraged to try new foods but not required to eat specified items or amounts. Adults help foster a pleasant meal time experience for children by modeling conversations with children and encouraging conversations between children. Teachers and support staff provide information on healthy eating habits and how good nutrition helps our bodies both in

classroom group instruction and individual basis using natural opportunities. Teachers in all classrooms provide an opportunity to children for tooth brushing daily.

Recognizing that our children come from widely varied food experiences in their own homes, we are committed to serving a variety of foods. To support our philosophy, we have the following objectives for our food program:

- To serve a variety of foods including foods from diverse cultures and ethnic groups.
- To help children learn about the principles of good nutrition.
- To limit serving foods high in sugar and additives.
- To take advantage of opportunities to serve fresh and high-fiber food.
- To have our food program meet or exceed accreditation and licensing standards.
- To model healthy eating habits, discuss healthy food choices, and accept children's ability to know how much food they need at a particular meal.

Mealtimes are as follows:

- Breakfast 8:55 - 9:15 am
- Lunch 11:30 - 11:55 am
- Snack 2:30 - 2:45 pm

To ensure your child is able to participate at mealtimes, please have your child arrive before the meal time. If your child attends the program in the afternoon only, they will need to have eaten lunch prior to arriving at school. If your child is going to miss a meal within her/his regular schedule, please call their classroom in advance so we may advise the cook regarding the meal count. Menus are posted in the classrooms for parents and are available online.

Parents may also request a paper copy of the menus to take home. *Please note: The Center cannot accommodate substitutions that are not allergy related and authorized by the appropriate USDA medical authority on the approved USDA form.*

Medical food allergies or medical food intolerances

Due to children's serious medical allergies we are a peanut/nut free Center.

If your child has a diagnosed medical food intolerance or allergy, parents must have the USDA form "Medical Statement Participants with Disabilities" completed by a USDA recognized medical authority and returned to the Center office.

The Medical Statement for Food Substitution for Participants with Disabilities forms are available in the Center office and must be filled out by the appropriate medical authority correctly prior to the child's first day of care in order for substitutions to be made. Not all food allergies can be accommodated by our Center. **Due to the various food**

allergies we do not allow outside food to be served at the center. If a child with Special Needs requires a special feeding plan, the USDA form Medical Statement Participants with Disabilities must be completed by a USDA recognized medical authority and returned to the Center office. Center staff will document the type and quantity of food consumed, and will provide families with that daily information.

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

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

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

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

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

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

“This institution is an equal opportunity provider.”

SUPPORT STAFF

Co-op parents, student volunteers, student workers (work study, learn to earn)

Additional supporting adults are hired and scheduled in the classrooms by the Center Coordinator. The Center Coordinator will provide a general orientation to the Center program philosophy and goals and all adults in the classroom must abide by the Center policies. Additional adults are considered support staff in the classroom and Center teachers are responsible to guide their work by developing a list of responsibilities or housekeeping duties. These support staff are not involved in bathroom routines or diaper changing other than for their own child.

Specialists/Consultants

The Center staff work together with specialists and consultants to support the individual needs of children in our program. We make every effort to coordinate and communicate effectively with the support team so that children receive the best possible services. Support teams will include the parents, staff, and specialists. Children’s individual goals are developed and supported in the classroom. If specialists or consultants need to work with the children out of the classroom, a parental permission form is required.

Sample: Flow of the Day Schedule

Opening Activities	7:00 - 8:45
Breakfast	8:55 - 9:20
Outside Exploration	9:30 - 10:05
Circle/Stories	10:05 - 10:25
Activity Block	10:25 - 11:30
Lunch	11:30 - 11:50
Quiet activities	11:50 - 12:30
Rest Time	12:30 - 1:00
Circle/Stories	1:15 - 1:45
Activity Block	1:45 - 2:30
Snack	2:30 - 2:45
Outside Exploration	3:00 - 3:45
Closing Activities	4:00 - 5:30

CURRICULUM and PHILOSOPHY

The philosophy of our program is to encourage and support the optimal development of each child. Our program values diversity and inclusion of children and adults with varying skill levels and abilities. All children have the right to be included as equal members of the classroom community. Adaptations and activities of varying skill levels build skills and enhance children’s success. Children continuously construct knowledge through play. Our program provides a play-based emergent curriculum emphasizing exploration and discovery. Emergent curriculum allows learning activities to evolve from the interests of the children, parents, teachers, and the Early Childhood Education (ECE) practicum

students working in the classroom. Both adults and children have initiative and make decisions. The power to impact curriculum means teachers negotiate between what interests the children and what is necessary for their education and development. Emergent curriculum offers an engaging way for children to learn through playing, doing, and self-directing.

In all aspects of program planning, the priority is for each child to develop a positive self-image. We believe that all areas of development must be considered, planned for, and represented in the classroom. This process is facilitated through the teachers observing and documenting the rich and varied interests of the children. We strive to promote and implement a strong learning foundation for the children, their families and all students in the Early Childhood Education community.

"Curriculum is everything that happens in school or child care." (Claudia Eliason, 2008.) As we plan for the children's development in the Lane Child and Family Center we use theories and methods which incorporate Emergent Curriculum and individual and age appropriate learning goals known as Developmentally Appropriate Practices (DAP). Emergent Curriculum and Developmentally Appropriate Practice are very child-centered approaches. This type of curriculum requires good observation and assessment skills, and is part of "best practices" in early childhood education. Emergent curriculum includes interests from the children, teachers, families and the practicum students working in the classroom. Both adults and children have initiative and make decisions. The power to impact curriculum means the adults provision the environment and add provocations of what interests the children, and the children expand their knowledge by actively exploring materials. Teachers and practicum students take time to reflect on the play observed and, as a team, make plans for extending the learning for that child or group of children. Family home values, beliefs, experiences, and children's home language are taken into consideration when developing the curriculum. This ongoing observation and assessment allows staff to adapt and modify the curriculum to support individualized learning opportunities for children.

The Lane Child and Family Center is inspired by the Reggio Emilia approach to education that was developed in the 1940s after World War II. Loris Malaguzzi, a philosopher and educational innovator, helped local families from the northern Italian city of Reggio Emilia, to create new schools which reflected their community based values. Inspired by renowned early childhood psychologist and philosophers Dewey, Piaget, and Vygotsky, the Reggio Emilia Approach is built upon a foundation of connected principles, and is known worldwide for its innovative and child-centered philosophy of teaching and learning.

The following guiding principles are inspirations from the Reggio Emilia approach that we have adapted in our school culture:

The image of the child: Every child is capable and full of potential. Every child is an active participant in the learning process. Children can construct their own knowledge by exploring their world and creating meaning. Each child is a valued member of the community. We come together as a group to greet, eat, share, collaborate, listen and reflect every day.

The hundred languages of children: Children use multiple languages and materials to express their thoughts. They naturally engage in learning in many ways: art, movement, music, building, writing, science, dramatic play, and more! They test theories and make connections with their environment every day.

The role of the teacher: The teacher is a partner that engages in daily discoveries. They are facilitators and researchers and participate in the process and support independent thinking.

The role of the family: parents and family members are valued members in our school's culture. Parents are the 'first teacher'. Having parent involvement enriches the child's experience. Parents are partners in the learning process.

The environment as the third teacher: Our classrooms are aesthetic, thoughtful, welcoming and engaging. The varying materials promote curiosity and open-ended experiences. The environment encourages investigations. Exploration leads to communication that fosters new ideas and new friendships. Our "classroom" includes the whole campus. Children are passionate about learning and their interests guide our curriculum.

CLASSROOM INTERACTIONS AND ACTIVITIES

The positive connection between teachers and children is vital to children's social and emotional development and learning. A variety of challenging materials keeps children interested and engaged in activities, and clear expectations for children minimizes time spent on behavioral issues or the need to redirect behavior. Children are supported in the understanding of concepts by using repetition and extension of activities by building on what skills children already have (scaffolding) to answer new questions or complete activities. Teachers are a resource for the children in their classrooms as they join in children's activities and provide support by being in close proximity to coach activities and social interactions. When teachers are responsive to children's needs by focusing their interactions on children's activities and interests, children feel safe and free to explore their interests in the environment. Children are able to self-select areas and materials that interest them and experience the autonomy to participate and initiate activities. Teachers focused attention on children's interactions and activities provide opportunities to enhance language and social skills as teachers ask open-end questions and provide feedback on children's ideas, comments or work, by using positive comments and encouragement. Teachers enhance language development and social skills by acknowledging and validating children's emotions, helping children see other's points of view by using self-talk and parallel talk and by helping children build their vocabulary. Teachers support children's learning, language and concept development by providing feedback on children's ideas, comments they share, and by acknowledging children's work. The warmth and respect teachers share in their interactions with children and others enhances the enjoyment and enthusiasm with activities, and assists children in creating friendships and developing problem-solving skills.

Goals and Objectives

The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning. The goals and objectives interwoven in the curriculum provide direction for planning an organizational structure. Goals and objectives guide teachers' ongoing assessment of children's progress and planning for developmental learning opportunities and activities. Teachers will post a weekly curriculum plan on the parent board next to the sign in computer every week.

SUPPORTING SOCIAL EMOTIONAL DEVELOPMENT

Supporting Children's Positive Social and Emotional Development

Lane Child and Family Center teachers and staff use positive discipline and redirection in the classroom encouraging positive behavior and self-regulation through modeling appropriate behavior, using positive directions, giving choices when possible, and being consistent with clear expectations. The classroom environment, daily schedules and routines, and the learning activities are all designed to foster positive behavior management. Our program incorporates a social-emotional skills curriculum to assist us in teaching children the skills for focusing attention, listening carefully, following directions and controlling their behavior. Some teaching materials used to enhance positive guidance include stories, puppets, cooperative games and activities. By providing opportunities to practice positive social skills children develop the ability to manage their thoughts, emotions, and behaviors. The ability for children to self-regulate their behavior is important for being ready to learn and for getting along with others. All staff members guide and support children throughout the day as they gain control of their bodies, learn to use language to communicate needs, practice working through frustrations, take turns, and learn to play cooperatively with peers.

Teachers often recognize teachable moments and the possibility of potential problems before they occur. Teacher often can redirect the child's behavior with support and coaching the before the behavior becomes unacceptable.

Some positive guidance techniques staff implement to support children are:

- Provide limits in a calm, consistent, and respectful manner, voice, and tone which allows the child to grow in self-control and self-esteem.
- Focus on what children can do, rather than what they can't do (Use your walking feet inside the classroom).
- Respond to a child's challenging behavior, including physical aggression, in a manner that provides for the safety of the child and others in the classroom.

- Help children learn to identify and express both positive and negative emotions, as well as to help children learn to manage their big emotions and to calm down when they have strong feelings such as worry or anger.
- Work with children to develop conflict resolution skills necessary to solve their disagreements in an appropriate manner.
- Help children express themselves and acknowledge their choices. Help children describe problems, evaluate their actions, verbalize alternatives and identify the feelings and consider the perspective of others.
- Children are guided and supported as they learn to accept the natural consequences of their actions.
- Help children learn how to show care for others and identify the feelings and consider the perspective of others.

Curriculum Goals

Emergent curriculum offers an engaging way for children to learn through playing, doing, and self-directing. Through emergent curriculum our goals for children are:

- To be aware of and learn to express constructively one's feelings, needs, and abilities.
- To hear and respect the feelings, needs, and abilities of others.
- To experience new things safely with one's peers.
- To explore one's own interests.
- To learn to make appropriate choices based on experience and cause and effect.
- To develop the areas of language, cognitive, physical and social/emotional.

Developmental Objectives

Below are our learning goals for the children in each of the following domains.

Social/Emotional

- Encouraging each child's pride in individual characteristics, families, experiences, and accomplishments and each child's responsibility for personal care, actions, and words.
- Promoting children's social skills for diverse adult and peer relations, including listening, turn-taking, following directions, rules and routines, group participation, care for shared materials, and conflict resolution.

Physical/ Health

- Giving children opportunities to use their growing bodies to develop small and large motor skills and coordination.

Cognitive/Reasoning (Mathematics/Science and Social Studies)

- Fostering a positive attitude toward learning through questioning, observing, and experimenting with varied materials related to diverse themes.

Language/ Literacy Development

- Facilitating comprehension and expression skills beginning with oral and progressing to written language.

Creative Arts

- Cultivating each child's ability to express ideas and emotions through art, music, movement, and drama.

Through these goals children develop a sense of themselves as competent learners, strategies for collaborating with peers and adults, approaches to communicating their ideas verbally and visually, means of discovering new ideas about physical properties, skills for small motor manipulation of tools and materials as well as large motor actions, and means for expressing their creative ideas through drama, movement, music, and visual arts.

Anti-Bias Curriculum

Anti-bias curriculum is a process to help children develop and strengthen their self and group identities, while interacting respectfully with others in a multicultural environment. The diverse community of families and student teachers in the Center allows the children to experience different cultures, individual attributes, languages, and family dynamics.

The center implements an emergent and anti-bias curriculum in each classroom supported by a large variety of multicultural and bias-free books, dolls, and learning materials. In addition, we create classroom environments where the

children and families can find themselves represented in the classrooms. This curriculum helps build children's pride in their family and cultural identity, and provides activities that build self-esteem in children.

We are committed to providing an inclusive environment that reflects and affirms all families and cultures. These strategies help to create a welcoming, safe, and inclusive environment that truly reflects the lives of our children, families, staff, and communities.

CHILD ASSESSMENTS

The Center uses Teaching Strategies Gold as our formal assessment tool to document and track children's development. We supplement this with portfolios providing samples of children's work and informal observations completed by the teaching staff. The continuum, along with the portfolio, includes developmental milestones to assist us in providing individualized learning activities and goals for children. Teacher training as well as parent conferences are supported by the overall classroom environment. The purpose of assessment at the Lane Child and Family Center is to support the children's learning using a variety of methods such as observation, checklists, and the individually administered Teaching Strategies Gold for each child.

INITIAL CHILD ENROLLMENT SCREENING/ASSESSMENT

The Ages and Stages Questionnaire (ASQ) is included for parents to complete as part of the childcare enrollment. The ASQ questionnaire is provided to ensure parents are informed that the development of their child is taking place within the typical developmental range. The ASQ screens children for any developmental delays that may qualify for specialized services, and assist families in contacting the Early Intervention Services if there are any concerns. Areas of concern may include delays in communication, cognitive reasoning, motor skills, self-care or adaptive skills and social skills. Ongoing monitoring of children's development helps watch for and catch developmental and social-emotional delays that may not be detected in a single screening. The ASQ makes the most of parents' expert knowledge by using valuable input from the family and involvement of parents as partners in their child's assessment and intervention. Because of the rapid changes in the development of children in the early years, the American Academy of Pediatrics recommend that young children be screened on a regular and periodic basis. To better support children and families, parents are requested to complete the age-specific ASQ each year.

The ASQ is available for parent to complete on-line at www.asqoregon.com or can be mailed to ECCARES at eccares@uoregon.edu, or fax to ECCARES at (541)346-6189.

Assessment Procedures

The purpose of child assessments is to provide information that will assist teachers in curriculum planning, designing goals for children, planning learning activities, and monitoring the progress of individual children. Children enrolled in the Center will be assessed within three months of enrollment using Teaching Strategies Gold and informal data collection methods. Child assessments will be completed and Parent/Teacher Conferences offered in fall and spring terms. Child assessment results and information shared during Parent/Teacher Conferences will be kept strictly confidential. To maintain confidentiality, all children's portfolios will be stored in a locked file cabinet. Parents are always welcome to view their child's educational portfolio. If there is a concern regarding a child's development, teaching staff will assist the parents with the referral process to have their child evaluated by the appropriate agency for support services.

Child Portfolios

The child's developmental file, or portfolio, will consist of the completed Individual Child Profile from Teaching Strategies Gold, anecdotal notes, observations, photographs, samples of work, and notes on the child's progress. The portfolio records their interests, skills, and abilities, and growth in physical, socio-emotional, language, and cognitive development and will be shared with parents during the Parent Teacher conferences.

Child developmental assessments will be conducted using formal and informal data collection methods. Information will be gathered using skills checklists, observations, and samplings of children's work. The formal assessment tool we use to gather developmental data is Teaching Strategies Gold. This assessment system is a comprehensive developmental

assessment tool that gathers information on all areas of children's development, including cognitive skills, language, social, emotional, and physical development. In addition to the formal assessment, families will be asked to provide developmental information on the Child and Family Questionnaire. This questionnaire encourages families to share information about their child's interests, abilities, developmental progress, or challenges at home to assist with the assessment process and planned learning activities. In addition, families will be asked to provide developmental information through ongoing conversations with teaching staff and during Parent/Teacher Conferences.

Parent/Teacher Conferences

Families are invited to participate in Parent/Teacher Conferences with their child's teacher. Conferences are offered during fall and spring terms each year. We will offer conference appointments during different days and times to try accommodate family schedules.

At the Conference, we will review the Child Progress and Planning Report. Parents will receive a copy to take home and one will be placed in their child's file. Child Progress Reports will be reviewed at subsequent conferences and used to identify the children's interests, strengths, and needs and to create goals and track children's milestones and development.

Conferences and ongoing two-way communication with teachers and parents help create the bridge between home and school and support us as a team in meeting your child's individual needs. We encourage families to share their interests and goals for their children and we acknowledge there may be occasions when family values and practices may differ; we will work together with families to ensure children are successful. Parents are always welcome to request additional conferences with their child's teacher if they have a concern or want to discuss their child's progress.

As part of the transition process to Kindergarten, Lane Child and Family Center will forward copies of a child's record to their Kindergarten or elementary school upon parent request.

Uses of Assessment Results

Results of Individual Child Profiles and ongoing assessments are primarily used to shape the current year's program planning and to discuss individual children's developmental progress with parents so that we can work together to best support each child's growth. Teaching teams will meet weekly to interpret and use assessment results to align curriculum and teaching practices to the interests and needs of the children. The assessment results will be used to create learning activities within the classroom and to allow staff to track the developmental progress of the children in the program, evaluate the curriculum, and to adapt the environment and teaching methods to improve the overall curriculum. This information assists in the development of both short and long term program goals for improvement.

HEALTH AND MEDICAL PROCEDURES

Medical Information

Within six weeks after a child begins the program, and as age-appropriate thereafter; we require a Health Care Summary signed by your child's physicians documenting dates of services showing your child is current for routine screening tests and immunizations according to the schedule recommended; published in print and posted on the Web sites of the American Academy of Pediatrics, the Center for Disease Control of the US Public Health Service (CDC-USPHS), and the Academy of Family Practice.

If your child is overdue for any routine health services, you will need to provide evidence of a scheduled appointment for those services before the child's entry to the program and as a condition to remain enrolled in the program. The exception to this would be for immunizations for which you are using a non-medical exemption. Parents are required to update their child's Health Care Summary whenever there are updates or changes to medical information, including immunizations or physical exams.

Here are some options for low cost or free services to assist with the required Well Child Checks

School Based Health Centers:

Community Health Centers of Lane County 541-682-3550 or www.lanecounty.org
Springfield - 541-744-4130

Serious Medical Conditions

When a family enrolls a child with a known serious medical condition that might require special emergency care, the family will be required to have the child's health care provider give written instructions for possible treatment and emergency care.

Immunizations

All children must have current immunizations on record and updated as required to attend the center. Parents who choose not to have their child immunized must follow State of Oregon guidelines for medical and nonmedical exemptions. See office staff for appropriate forms requiring doctor signature.

Illness policy

The Center adheres to the Child Care Division Guidelines regarding health policies for reducing exposure to illness. While children may seem to have mild symptoms at home, these same symptoms often increase when their activity level increases at school. **Children who are ill will not be accepted. If your child becomes ill at school they need to be picked up within 30 minutes.** If for any reason you are unable to pick up your child yourself, it is your responsibility to make arrangements for one of your authorized persons to pick up the child within 30 minutes of being notified. If a parent is not able to be reached the next person on the pick-up list will be contacted. Children must be well enough to participate in all indoor and outdoor activities to return to child care.

Children with the following symptoms will be sent home or not accepted for care for the day:

- Complaints of severe pain, stiff neck or headache, difficulty breathing, abnormal wheezing, or pale listless behavior.
- Rashes with the characteristics of a contagious disease (severe, weeping or puss-filled), or unusual yellow color to skin or eyes.
- Pink eye or infections in the eye: Your child will need to be on medication for 24 hours and have no eye discharge before returning.
- Stomach flu symptoms (diarrhea, vomiting, or nausea.): We ask that you keep your child home until they have retained solid foods, and are back on their regular diet. They must be free from these symptoms for 24 hours prior to returning to school. Diarrhea is considered having more than one abnormally loose, runny, or watery stool.
- A temperature of over 100 degrees: Children will not be allowed in care with a fever that has been minimized with medication to reduce a fever.
- Head lice, scabies, ringworm and/or any other contagious condition: Your child must be free of lice and all nits removed before they will be allowed to return.
- Colds: Occasional runny noses are common in young children. However, if your child is constantly sneezing, coughing, or has a continuous runny nose, we ask you keep them home for the day.

Injury/Accident Involving a Child

At all times, children will be supervised by at least one staff member that has up-to-date training in pediatric first aid that includes rescue breathing and choking/blocked airway. Minor injuries will be treated with first aid by the teaching staff and/or center director. Parents will have an accident report form to view and sign at the time of pick-up. Parents will be contacted by phone with any injury that requires them to pick up their child.

At the time of enrollment, parents are required to sign an authorization for any emergency medical, dental, or surgical treatment that medical personnel deems necessary if a parent or legal guardian cannot be reasonably located when the child is brought for treatment. In a medical or dental emergency, the Child and Family Center reserves the right to call an ambulance and any available physician at the parent's expense.

Medication Administration

Parents must complete and sign a Medication Authorization form before staff can administer medication to their child. Any prescription medications to be administered at school must be provided to the Center by the parent in the original

container, with a legible label from the pharmacy indicating the child's first and last name; date medication was filled; name of medicine; dosage; number of days and the time the medication is to be given; expiration date of medication; doctor's/nurse practitioners name; pharmacy name and telephone number.

Staff will not administer over the counter medications; samples must be accompanied by a doctor's written prescription. Inhalers and any medicine to be administered long term needs to be approved by the center coordinator. Medications are to be given only to the child indicated on the label. A separate authorization is required for each medication and each episode of illness. The label constitutes the physicians/nurse practitioner's order. We encourage parents/guardian to give as many doses as possible at home.

All medication will be kept in locked container and inaccessible to children. When administering the medication staff will document on a Medication Administration Log;

- That the **RIGHT** child received the medication,
- That the **RIGHT** medication is administered,
- That the **RIGHT** dosage is given,
- That the medication is given at the **RIGHT** time and
- That the medication is given by the **RIGHT** method

SAFETY PROCEDURES

Release of Children

Children will be released only to parents and individuals that parents have listed on the Emergency Contact Form. The teacher will verify photo identification of any person, other than the parent/guardian, who picks up a child. **Any changes made to the Emergency Contact form must be made by the parent in person. Children's safety comes first.** In case of separation or divorce, legal evidence of the parent granted custody must be on file at the Center.

Building Security

The outside classroom doors are secured at all times. Parents and authorized pick-up persons will be issued a door code during the enrollment process. Door codes allow access to all the classrooms during all business hours. Parents have the right to access the Center anytime their child is in care during normal hours of operation. Each parent and authorized pick-up person will also be issued a computer code for the computer "Check-in" attendance system to sign the child in and out of care daily. For security, door codes and computer codes are not to be shared with any additional people. The office staff can assist with door entry if you have someone picking up your child on an occasional basis.

Emergency Evacuation Plan

In the event of a building evacuation, the children will be taken to the Center for Meeting and Learning (CML) in Building 19. The staff will make every attempt to contact you through your emergency contacts. It is vitally important for you to inform your child's teacher and the office staff of any contact changes.

Fire and Emergency Drills

All classrooms practice fire drills each month. We also practice other emergency drills such as earthquake, gas leak, or lockdown. If you arrive for drop-off or pick-up during an emergency drill, please wait in the parking lot until the drill is over. During a fire drill all classrooms will evacuate.

Lockdown Procedures

In the event of a lockdown the outer doors to all the classrooms will remain locked. Children and staff will move to the interior of the buildings away from the windows. To maintain the safety of all the children, parents will not be allowed to enter the building until the lockdown is complete. Parents will be notified in advance or a note will be on the classroom door to inform of drills.

Suspected Child Abuse or Neglect

Childcare providers and all Lane Community College employees are considered mandatory child abuse reporters and have a legal obligation to report suspected child abuse or abusers under Oregon law. Staff must immediately report to the local Oregon Department of Human Services (DHS) if they have “reasonable cause to believe” that any child has suffered abuse or witnessed domestic abuse. In the event of reasonable suspicion of abuse or neglect we will notify both DHS and the parent. It is not our job to investigate or place blame. We function as a support system for the child and family both during and after the investigation. All child abuse reports are confidential. Please be mindful that during drop-off and pick-up it is unlawful to leave a child unattended in a car or travel without a car seat.

Severe Weather/Campus closures

When the decision is made to close Lane Community College or delay classes due to severe weather; the college posts communications with news media, lanecollege.edu, flashalert.net, and sends a LaneAlert emergency message. Students and employees are automatically signed up to receive emails from LaneAlert. You must sign up for LaneAlert text messages. Use MyLane to make changes or update your contact information.

Local media stations (KEZI, KMTR, KVAL, KLSR, & KLCC) announce closures several times an hour and update their websites.

At this time community parents can reference lane webpage and local media stations for up to date closure information.

If Lane Community College is closed; **Lane Child and Family Center is also closed.**

If Lane Community College is announcing a delayed start time; **Lane Child and Family Center also recognizes the same delayed start.** Check-in for class rooms will be the same time noted in announcements. Example: if delayed start for the college is 10:00 am; Lane Child and Family Center check in for children is 10:00 am. (No earlier)

Parents need to keep in close communication with the Lane Child and Family Center when changing weather conditions may warrant early closure. Parents need to pick-up children **immediately** if Lane Child and Family Center needs to close during adverse weather conditions.

Before you attempt your travel plans double check media sources, text messages, and email for current information.

Responding to Environmental Conditions

Children are given the opportunity to play and explore outside and enjoy the fresh air each day. Please ensure your child wears clothing that is layered for warmth in cold weather. Gloves/mittens, rain coats and boots will help children stay comfortable and enjoy their outdoor experiences. Children are provided large motor activities indoors if the heat index or wind-chill factor makes play outdoor unavailable.

During outdoor play in the sunny months the Center provides and teachers apply a sunscreen or sun block with UVA and UVB protection of SPF 30 for all children that have a sun screen medication consent form on file. Teachers encourage the children to wear hats and other protective clothing, to take breaks in the shade and drink plenty of water. Our outdoor areas have covered shade and there is always some shade available in the pavilions and play structures. During the hottest part of the day in the summer and on afternoon sunny days, staff members will direct children to these shaded areas for play.

Weapons and Firearms

Per Lane Community College policy, no weapons or firearms are permitted anywhere on campus. On rare occasion weapon discharge can be heard in the far vicinity of the property surrounding Lane Community College. In this unusual circumstance, children playing on the playground will be brought inside for safety and security.

Steps for Addressing Challenging Behaviors/Guidance Policy

Lane Child and Family Center staff will use positive guidance techniques and redirection. In rare circumstances, a child may exhibit non-typical, out-of-control behavior. This behavior would be one in which the staff needs to intervene to help the child to gain control of themselves. Teaching staff will work with other teachers, the Lane Child and Family Center and Management Coordinators, community professionals and parents to help find a resolution. We will analyze possible reasons or function for behavior challenges and make whatever adjustments in the environment that we can to support the child and family. Staff will follow the steps to assist in the behavior guidance and document the process.

Staff will communicate with parents regarding their child's behavior at the Lane Child and Family Center daily. If a child begins to exhibit out-of-control behavior, parents will be notified and a parent conference scheduled. Staff will complete the Incident/Behavior Report form to document parental notification. If the behavior does not improve, staff will contact the Lane Child and Family Center Coordinator and schedule observations of the child. The Management Coordinator may contact a community professional as needed to conduct additional observations. Observations will be shared with the child's teacher and a plan developed to address the concerns and assist the child to have appropriate behavior in the classroom.

A meeting will be scheduled with the parents, teachers, Lane Child and Family Center Coordinator and any additional community professionals as appropriate. If the results of an outside evaluation suggest the need for accommodations for special needs, the Lane Child and Family Center will provide these or other appropriate, accommodations as long as they are not an undue hardship on the center as outlined in the Americans with Disabilities Act (ADA).

Follow up will occur as needed to result in positive and successful behavior for the child. The Lane Child and Family Center Coordinator, staff, and parents will meet and monitor progress as needed. On the rare occasion that the intervention strategy is not successful, the Lane Child and Family Center may ask the parents to find an alternative educational placement for their child. Written documentation of all the above steps will be provided to the parents and placed in the child's file.

MISCELLANEOUS PROCEDURES

Compliance Agreement

All parents' sign a Compliance Agreement at the time of orientation, stating that they received, read, understand, and agree to follow the center guidelines and procedures.

Commitment to Nonviolence

Absolutely no form of verbal or physical punishment will be used in our Center. Children will never be threatened or subjected to physical punishment, psychological abuse or coercion, or derogatory remarks. In addition, teaching staff will never withhold nor threaten to withhold food or toileting as a form of discipline.

To help keep children safe and free from harm, families will also not be permitted to threaten, hit, or verbally criticize children while at the Center. We encourage you to discuss with staff members the ways positive discipline can be used at home. Please also help us provide a nurturing environment by ensuring your child does not come to school in clothing that reinforces violent characters or actions. Your child may not bring a weapon (toy or real) to school.

License and Inspections

All current inspections and certifications from the Oregon Child Care Division (CCD), Lane County Health Department, and the Fire Marshall are kept on file and available for view by parents upon request.

Complaint Procedures

Lane Child and Family Center staff appreciates hearing your feedback as issues come up. We strive to bring all concerns to a satisfactory conclusion for all parties involved. All complaints will follow the steps outlined below:

- Parents/Guardians are urged to communicate directly with their children's Lead Co-Teachers.
- A conference may be scheduled with the Lead Co-Teachers to further discuss concerns.

If your concerns are not resolved to your satisfaction at the classroom level, please contact the Lane Child and Family Center Coordinator, Katheryn Blair at 541-463-5794. Your concern will then be investigated at the earliest opportunity and you will be contacted as soon as possible or within five working days for a follow-up meeting. Parents/Guardians may request a response in writing. Parents are strongly encouraged to meet with all parties involved. If you are not satisfied with the resolution you may contact the Management Coordinator, Sue Norton at 541-579-0579. Center office staff will make an appointment for you or give you contact information if you prefer.

Questions pertaining to the quality of care or specific licensing infringements may be addressed to the Lane County Child Care Division (CCD) licensing specialist at (541) 688-0933. Any parent/guardian who has reason to suspect abuse by a staff member may report his/her concern to the Department of Human Services or the Police Department.

Parent/Guardian Behavior

If a parent or guardian exhibits behavior that is detrimental to the health and well-being of the children or staff in a classroom or negatively interferes with the normal functioning of the classroom she/he will be given one week's notice and asked to find alternate childcare services. In an instance in which a parent (or other adult) is deemed verbally or physically hostile, abusive, exhibits erratic behavior, or is considered to pose a potential threat to others, child care may be terminated immediately. The Center reserves the right to take measures to maintain a harmonious and safe Center environment. Public Safety will be contacted as necessary in such instances.

Tobacco-Free Campus Policy

Lane Community College is a Smoke-Free campus. Please refrain from smoking on or near the Child Care Center or in the child care parking lot. Smoking is only allowed in four designated areas in the outer perimeter of campus. These four designated smoking areas are located in [Parking Lots B, L, M and N](#).