



Childswork
Learning Center

2011-2012

Family
Handbook

Childswork Learning Center / 2011~2012 School Calendar

S	M	T	W	Th	F	S
September-11						
				1	2	3
4	H	Prof Dev	Family Orientation	Open House	Open House	10
11	**1st Days of School**					
18	19	20	21	22	23	24
Ice Cream Social	26	27	28	29	KNO	
** Enrichment Programs Start						

S	M	T	W	Th	F	S
February-12						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	KNO	
19	H	21	22	23	24	25
26	27	28	29			

October-11						
						1
2	3	4	5	6	7	8
9	10	11	12	13	Prof Dev	15
16	17	School Pictures				22
** Parent Helping/Snack Days Begin **						
23	24	25	26	27	KNO	
				Harvest Festival		
30	Conf					

March-12						
						3
4	5	6	7	8	KNO	
11	12	13	14	15	16	17
Auction						
18	19	20	21	22	23	24
** Enrichment Programs End **						
25	26	27	28	29	30	31
Spring Break						

November-11						
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April-12						
1	2	3	4	5	6	7
** Enrichment Programs Start **						
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

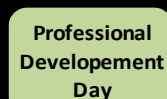
December-11						
						3
4	5	6	7	8	KNO	
11	12	13	14	15	16	17
** Enrichment Programs End **						
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May-12						
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
***** Family Nights *****						
20	21	22	23	24	KNO	
27	28	29	30	31		

January-12						
1	2	3	4	5	6	7
* Enrichment Programs Start *						
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	KNO	
29	30	31				

June-12						
						2
3	4	5	6	7	8	9
** Enrichment Programs End **						
10	11	12	13	14	15	16
Last Days of School			Teacher Planning	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Symbols:





Childswork Learning Center

Family Handbook 2011-2012

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Childswork Learning Center

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Teaching Teams and Classes

Danielle Valentine & Nate Duke

2.7-3 yr olds Monday/Wednesday/Friday

Susan Johnson & Rachel Honan

2.7-3 yr olds Tuesday/Thursday

Crystal Cairns & Marlie Killen

3 yr olds Monday/Wednesday/Friday
Tuesday/Thursday

Sundance Bowman & Rachel Honan

3 yr olds Monday/Wednesday/Friday

Megan Klemens & Leah Schoonover

3 yr olds Tuesday/Thursday
4-5 yr olds Monday/Wednesday/Friday

Tina Marquez & Margo Clark

3-5 yr olds Monday ~ Friday

Patty Scheid & Connie Esteban

3.5-5 yr olds Monday ~ Thursday

Courtney Hayes-Lattin & Patti Hutchins

3-7-5 yr olds Tuesday/Thursday

Garrett Riggs & Daniel Parker

4-5 yr olds Monday/Wednesday/Friday

Debbie Hohn & Tuan Hauptmann

4-5 yr olds Monday~ Friday

Sally Bartle-Rupp & Susi Daugherty

4-5 yr olds Monday~ Friday

Birgit Anderson

3-5 yr olds Monday/Tuesday/Thursday

Amber Brosius

Relief Teacher

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Childswork Learning Center

Who We Are

Board of Directors

Neel Pender, *President*
neelp@newvillages.com

Abbie Rankin, *Vice-President*

Heather Eldon, *Treasurer*

Ina Zucker, *Secretary*

Mike Bonville

Krista Brockwood

Tiana Dixon

Jim Kohler

Julie Miller

Laurie Conroy

Melanie Chadderdon

Staff Representatives:

Kim Hill

Patty Scheid

Leah Schoonover

Mission Statement

Childsworld Learning Center is a community dedicated to excellence in developmentally appropriate early childhood education, where each child and family is respected in an environment that supports lifelong learners.

Our Philosophy

Play is a child's work. Play is a child's response to life. It is the way children discover themselves and the world around them. We believe that:

- A desire to learn is acquired, and is a vital and lifelong skill.
- Children need opportunities to increase their learning and decision-making processes.
- A creative and positive environment helps to develop a positive self-image.
- We must all learn to respect the rights and beliefs of others.
- Children are curious, competent people capable of constructing knowledge.

Our Core Values

- We appreciate childhood as a unique and valuable stage of human development.
- We believe in aligning curriculum and practices with current child development research.
- We value and support the bond between the child and family.
- We recognize that children are best understood and supported in the context of family, culture, community and society.
- We respect the dignity, worth and uniqueness of every individual.
- We embrace diversity in children, families and colleagues.
- We believe that children and adults achieve their full potential in the context of relationships that are based on trust and respect.
- We recognize all members of the community as lifelong learners.
- We engage in direct dialogue and problem solving in our community.

We believe that each child:

- Constructs a value system that reflects his or her environment.
- Possesses intrinsic and unique interests that must be recognized and supported.
- Employs a distinct learning style that can be developed and integrated.
- Will develop a positive self-image when placed in an environment that respects the dignity of everyone.
- Will learn to respect diversity and celebrate differences when provided with appropriate modeling by adults.
- Can learn how to solve problems with others.
- Best acquires basic skills of schooling in a structured but responsive environment.
- Readily develops the skills of literacy when presented with an age-appropriate emergent curriculum and long-term investigations.
- Deserves a school that provides meaningful personal learning and social experiences, and nurtures critical and creative thinking.

Curriculum

Our curriculum is a natural extension of our community's view of children. We view children as unique and competent learners, capable of investigation and problem solving. As such, we provide a play-based, developmentally appropriate environment in which we build an emergent and constructivist curriculum with our students.

In an emergent curriculum, investigation topics "emerge" from our students. We observe children in order to identify interests and select topics as a class. In supported small and large group settings, we explore concepts in a hands-on manner. Our investigations are shaped by the students' decision making; children truly learn how to learn.

Our teachers use their strong knowledge of child development to support children's learning and play. Teachers observe and structure the environment to encourage wonder, discovery and meaningful learning.

Childsworld curriculum was also founded on the inspirational work of Jean Piaget, Lev Vygotsky and Reggio Emilia. Their influence is still alive and well in our classrooms today.

Childsworld adheres to the Oregon Early Childhood Foundations (PDF), which are woven into our curriculum.

Arrival and Departure

Student Drop Off and Parking

We encourage families to carpool, take public transportation, walk or bike to school.

When dropping off and picking up traffic can be hectic on Salmon street. The City of Portland parking control has suggested we all drive **east to west on Salmon** Street during pick-up and drop-off.

No vehicles will be allowed on the playground. Families will be able to park on Taylor Street and walk through the playground via the path.

The doors on both sides of the building @ the west end of the school will be unlocked from 7:30-5:30. At 1:15 the gate on the playground side (Taylor Street) will be locked.

Before drop off and after pick up children must stay with family or care giver at all times for their safety.

Arrival

When arriving at school always escort children into your classroom and connect with the teacher verbally and with eye contact. Families should communicate important information with the Lead Teacher by note, e-mail or phone. Please remember that discussions regarding children should be in private.

Departure

The family will verbally inform a teacher when their child is leaving for the day.

Childswork staff cannot release a student to anyone unless they are on the authorized pick-up list. We ask parents to inform teachers of their child's pick-up schedule and of any changes to that schedule in writing.

Any exceptions need to be in writing. If the pickup person is not on the authorized pick up list the family needs to leave a note, send a fax or e-mail the office. Children will not be released unless there is written authorization. A student cannot be let out to play in the playground with any other family unless they are on the authorized pick up list. **Authorization for pickup cannot be given over the phone.**

If the authorized pick-up person exhibits any altered behavior, ie: inebriation, under the influence of drugs, highly agitated that could be perceived to be a danger to the child, Childswork staff will not release the child. An administrative person will be contacted and will determine the next steps.

If a family is **ten** minutes late to pick up, teachers must call the family and it is required that the student be brought into the office to wait with administrative personnel. Families will be billed for late pickup.

Families are welcome to use the gated small playground if no class is present. No families are allowed with children on the big playground to play during the hours of 8:45-5:00 pm. Families need to stay with their children at all times. Due to allergies there is no food allowed in the playground except at the picnic tables. All families are responsible for cleaning up after themselves.

Children and their Families

Family Areas

There are two family areas for adults and children. One is on the main floor and the other is downstairs in the middle of the building.

Please use the family lounges for socializing. Art Studio, offices and classrooms are work areas.

Snack Days/Visiting

Family Helping or Snack Days will begin 6 weeks after school starts to give the students time to adjust and "own" their environment.

A sign up sheet will be posted for each family to provide snack approximately one day per month. Please check with your child's teacher for the snack routine in that classroom. Snack day can be a time families set aside to attend school with their child. Adults are welcome to help all or part of the day in the classroom or just send snack with their child. For safety reasons, we cannot accommodate mobile siblings. Older siblings visiting with an adult may be available as an option if prearranged with the teacher and depending on classroom dynamics.

When preparing snack only your child can leave the classroom with you to get the snack ready.

Our goals at snack time are to fuel children's growing bodies through their school day, provide an opportunity for socialization, build self-help skills and thinking skills. With these goals in mind we ask that snacks be healthy choices representing two food groups. Our classroom cooking projects will follow the same guidelines. Childsworld occasionally sponsors events that may include sweets (examples are: Ice Cream Social, Auction, Family Nights, Fun Run).

If you are visiting your child or it is your snack, day please pick up a family helper badge from your child's classroom. **The badge must be worn while you are in the school.**

The Custodial family will have access to their child at all times.

Classroom Visitors from a child's perspective

- Welcome to our classroom.
- Please sit down and make yourself comfortable.
- We would like to visit with you on our level.
- Our learning is happening all the time, in many ways.
- Please observe us quietly for a few moments, listen to our conversation and try to discover what we are working on.
- Our teacher may ask us a question or make an observation about our work. Please let us discover the answer; this is how we learn to think. It may take a few minutes, or we may have to do some work or some thinking, or some asking of friends. Please let us work on this discovery process. Our teacher has a goal in mind for us.
- At circle time, you are welcome to sing and dance with us. Please be an observer during our discussion times. (Sometimes this can be very difficult for adults.)
- Thank you for visiting with us and for respecting our learning environment, we hope you enjoy your time with us!



Water Bottles

We ask that students bring a water bottle each day. For sanitation, please take your child's water bottle home daily. Please put send water only in your water bottle only. Your child is responsible to keep track of their water bottle. Please label it with your child's name.

Lunch

Lunch is provided by each family. Lunch boxes and sacks need to be clearly labeled with your child's name. Since everyone experiences lunch together, it helps to have all of the food groups consistently represented in each lunch.

- We ask that children not share food.
- We ask the children to eat their protein first before any dessert.
- We promote healthy eating habits.
- Please reserve sweets and soda pop for home.

Allergies

Your child's allergies need to be listed on your emergency form before beginning school. Teachers will notify families at orientation and in the first classroom newsletter of any classroom food restrictions due to allergies. Keep in mind these can be life threatening allergies.

Please notify the main office in writing about any changes in allergy status.

Holidays/Celebrations/Traditions

With respect for the diversity of family and community beliefs, children's developmental levels and emergent curriculum, Childswork does not celebrate holidays.

Keeping this in mind, we strive to honor emergent interests of children. At times, you may see art or discussions surrounding holidays that are relevant and meaningful to individual children. For example: Valentines Day may be celebrated by those classrooms where it emerges from children's interest (typically four, five and six year olds).

Part of being a community is creating a culture of celebration and tradition together. Throughout the year, children, families and staff will celebrate together in ways that respect our diverse families. Some current traditions include; ice cream social, fall festival, giving tree, music celebrations, family nights and the fun run obstacle course.

Birthdays

Each classroom celebrates birthdays with individual traditions/routines. We welcome families to sign up for snack day on their child's birthday and bring store bought healthy snack.

If a family wants to share birthday invitations with classmates, please send them by mail rather than in cubbies or communication files to avoid exclusion and hurt feelings.

Child Health and Wellness

Illness Procedure

If a child becomes ill or if the parent or teacher notices any of the following symptoms, the child will be restricted from school and before and after care:

- * Fever
- * Vomiting
- * Nausea
- * Unusual yellow color to skin or eyes
- * Complaints or severe pain
- * Skin or eye lesion or rash that is severe, weeping or filled with pus
- * Diarrhea
- * Excessive or colored nasal discharge
- * Severe Cough
- * Difficult breathing or wheezing
- * Head Lice (protocol available in the school office)

If a child is sick or too tired to participate fully in class activities, we will contact the family and ask that the child be taken home. For this reason, families need to have a contingency plan for early pick-ups.

The child will be located where they can be seen and heard by staff and provided a comfortable space to wait.

Children must stay home for 24 hours after fever has subsided.

Childswork must report communicable disease to the health department. Please inform Childswork of any serious illness or communicable disease

Please keep your child's Health, Immunization and Emergency forms current.

Medication

All medication including aspirin, cough syrup, etc. may be given to a child only under the following conditions:

- The child is well enough to be at school and participate fully in their entire schedule.
- The parent has filled out the Procedures for Administering Medication Form located in the school office.
- The medication is in the original container, labeled with the child's name and handed directly to the school office to be placed in a locked cabinet. Rare exceptions can be made if the medication is needed for an illness/allergy that is of a life threatening nature.
- We cannot dispense medication that needs to be refrigerated due to licensing requirements because we do not have a locked refrigerator.
- Childswork does not have school-provided medication on hand for dispensing (ie: Benadryl, Aspirin, Neosporin, etc.)

Emergency

In the case of an emergency (fire, earthquake etc.), children will be escorted out of the building to a designated meeting place. The emergency meeting place is posted by the main door and in each classroom. Teachers will carry the children's health and emergency forms with them and will use the contact information on these to call families for early pick up.

Please keep phone numbers and contact persons current on your child's Health and Emergency form. There are update forms available in the office.

HEAD LICE PROTOCOL

When head lice is discovered at HOME:

1) The Office needs to be notified immediately by the Family the date lice or nits are discovered on the student and the last day the student attended school. Also please notify the office of any additional classes the student attends, example: Explorers (BAC), Spanish, etc.

When head lice is discovered at SCHOOL:

1) The Teacher will contact the family of if any lice or nits are detected on any student during school and they will be sent home (the student should remain in the classroom until picked up since that area is already affected). The Teacher will also inform the Office Administrator. Staff cannot provide any treatment/medical advice. Families can be referred to the medical notice in the communication files or contact their doctor or nurse for recommendations.

2) The Office Administrator will update the notification letter and distribute the letters in the affected classroom's communication files and to the Executive Director and Education Director.

3) The Executive Director will send out an initial e-mail to all staff notifying them of the outbreak and which class is affected within 24 hours of discovery (**The students name will not be given due to confidentiality and should not be shared with other families**). Updates will be sent out as needed

4) If more than three classes are affected within the same week a school wide e-mail will be sent out and a letter will be distributed to communication files. Updates will be sent out as needed.

5) When a classroom has head lice or nits the following protocol must be followed the day of discovery:

a) Teacher bags all pillows, blankets, fabric toys and dolls, dress-up clothes, etc.

b) All coats and hats are to be sent home at the end of the day.

c) Bag all items, including coats and hats not accounted for.

d) All items must be bagged for two weeks or washed.

e) Couches and/or chairs must be vacuumed.

6) The Relief Teacher will lock the trikes and helmets for two weeks from the date of discovery.

7) The Administrative Staff will notify the Custodian which classrooms have been affected for a thorough vacuuming of rugs and carpets.

8) On subsequent school days all coats and hats must be placed in cubbies or plastic bags for two weeks from the date of the most current outbreak.

9) Before a child can return to school they must have their heads checked by either the Education Director or Classroom Teacher.

10) The entire class will be checked, including teachers, if two or more children have lice in that class or cases have been recurring over time.

11) On-going classroom checks and/or whole school checks will be done by the Education Director and/or Classroom Teacher on an as needed basis.

12) Head lice protocol is available for family review in the office.

Incidents

Families will be notified of any illness/incident and accidents.

Toilet Policy

By state regulations for our certification, we do not change or dispose of diapers/pull-ups. If your child has special toileting needs please contact his/her classroom teacher. Children will be coached with bathroom procedures as well as given reminders to use the restroom. Please pack extra clothes for your child in case of accidents. If a child is unable to completely change and clean themselves after a bowel movement accident the family will be contacted to come assist their child. If accidents are frequent and/or on going, the family will be notified to discuss strategies to address the child's readiness for school.

Nap Policy

We offer afternoon naps for children in Explorers based on family requests. We reserve the right to offer naps to children who are too tired to participate in afternoon activities and to children who request a nap.

Neighborhood Walks and Field Trips

Classes do take short neighborhood walks spontaneously. The neighborhood walk area includes S.E. 39th to S.E. 49th/Belmont to Hawthorne. To give children permission to participate in these neighborhood explorations, parents must complete the Informed Consent form included in the registration packet.

Field trips are planned activities. Written notice will be given prior to the trip. Families are welcome to join their child's class on the field trip. A sign-up sheet will be posted on the classroom bulletin board. All persons transporting children on a field trip must have a valid driver's license, insurance and a safety restraint for each child. Teachers cannot drive students or parents.

Inclement Weather Policy

Cancellation of school

When inclement weather is expected on the morning of a school day, every attempt will be made to determine school closure and schedule changes the evening before. For an unexpected or less definite weather situation, every attempt will be made to make a decision as early as possible. Our goal is to make the most appropriate decision for our students and staff based on safety and accessibility.

We will collect weather related data from a range of reliable sources and will confer with a variety of staff that live in various locations in the metropolitan area. We will then post our decision on our web page (www.childswork.org), local TV, radio and email. If you do not see any announcements posted then we will be open at our regular starting times.

We will open late if conditions warrant and follow our regular schedule for the remainder of the day. Doing this will allow our classes to take place in an abbreviated form, and our afternoon programs (Explorers and enrichment classes) to take place in their entirety. Late opening time will be in the announcement.

Early Dismissal

If weather conditions require early dismissal from class and/or after care we will contact you by phone, e-mail, Childswork website and TV.

Please make sure your emergency form always has current information.

Discipline and Behavior

Philosophy and Policy

Discipline is defined as the actions taken by a teacher to support a child's change in behavior or action in order to support their growth. We identify the kinds of behaviors or actions that are safe and acceptable and clarify the consequences of the child's behavior or actions.

- Effective discipline is built on observation and communication.
- Expectations and consequences are age and developmentally appropriate.
- Safety includes verbal, physical and emotional safety.
- Boundaries and limits must be clearly defined, consistent and maintained.
- Childsworld does not use fear, shame or guilt.

Our basic guideline is ~ everyone has a right to be safe and feel safe at school.

Teachers will

- Provide plenty of opportunity for accomplishment and success.
- Comment specifically on the positive.
- Support the student in self-expression: What do you want?
- Redirect: What else can you do?
- Look for acceptable solutions.
- Remove materials if difficulty continues.
- The child may be removed if the situation is too difficult or unsafe for self and others.
- In extraordinary circumstances a family may be called to pick up their child.

If difficult behaviors or actions continue, families will be contacted to work with the teachers and the Education Director to support resolution and develop an individualized behavior plan. If resolution cannot be reached, the family may be asked to leave Childsworld Learning Center.

Biting Policy

Biting is a behavior that is age appropriate for children under the age of three. Occasionally we may see this in preschool age children.

Our program believes that understanding the reasons for biting, taking preventative measures and communicating with families is the best course of action. Biting is an emotional topic for families. For the safety and well being of all students, we take biting seriously. We handle biting incidents as follows:

- The child who is bitten is attended to immediately, comforted and ice applied if necessary. Their family will be contacted immediately if the skin is broken.
- The child who bit is removed from the situation. We revisit that everyone must be safe at school and biting hurts. Further conversation about alternatives (using words, moving their body, asking for help) occurs.
- An incident report is completed for both the child who is bitten and the child who bites and given to respective families. We do not report the name of the child who bites or is bitten for confidentiality reasons.

- If a second incident of biting occurs and for all subsequent bites, the family will be called to pick their child up for the safety of the classroom community.
- If biting continues the family will meet with the teacher and Education Director to set up an individualized behavior plan to support the child's success. This plan may include referral to outside assessment/services.

If biting continues, the appropriateness of this program for an individual child may not be in the child's best interest. If we do not feel our program is meeting the child's needs, or have concerns for the safety of others we may ask the family to leave.

Procedure for Behavior and Development Referrals

Lead Teacher observations and concerns regarding behaviors and developmental levels should be part of an ongoing dialogue with the child's family. The Education Director shall be notified of these concerns in writing.

The Education Director and Lead Teacher or teaching team will then meet together to determine the best next steps which may include:

- Implementing new strategies or further observing current strategies.
- Developing an individualized behavior plan with the family.
- Choosing to refer to outside sources as needed. See below for procedures regarding outside sources.

Procedures for Multnomah Education Service District (MESD) or Multnomah Early Childhood Program (MECP) referral:

Should the Education Director and Lead Teacher (s) decide that the best option is to involve outside referrals, the following steps will be followed:

- Lead Teacher or Education Direction Director and Lead Teacher will meet with the family about referrals.
- Family will be shown the Referral Form and the Release Form (before they are filled out)
- Family can fill out the Referral Form, Release Form and call MESD directly for next steps, or
- Family can have the Lead Teacher fill out the Referral Form using the steps below in this order:
 1. The Family completes the "Release of Information Form"
 2. The Lead Teacher fills out the "Referral Form"
 3. Lead Teacher faxes the Release Form AND the Referral Form to 503-262-4109
 4. Lead Teacher calls 503-262-4100 to confirm the fax was received
 5. The original Release of Information and the Referral Form is filed by the Lead Teacher in the child's file located in the main office.

Legally we cannot communicate with anyone outside of Childswork staff about any child without the signed Release of Information Form on file.

- ✚ Outside Referral Sources and MESD Referral forms are available from the Education Director or in The Family Resource Guide.
- ✚ Release of Information Form is available in the main office.

Communication

Communication Policy

Should families have any comments, questions or concerns arise during the course of the year, please contact your child's **Lead Teacher** as soon as possible by phone, e-mail, or in person. If unable to resolve concerns directly contact the Education Director to facilitate further conversation or if unable to resolve concerns directly. Contact the Executive Director if steps one and two have been unsuccessful.

Explorers (Before and After Care) Communication Policy

Should any comments, questions or concerns arise during the course of the year, please contact the Explorers Director Lead Teacher as soon as possible by phone, e-mail or in person. If unable to resolve concerns directly contact the Explorers Director to facilitate further conversation. Contact the Education Director if steps one and two have been unsuccessful. Contact the Executive Director if steps one, two and three have been unsuccessful.

Direct communication eliminates confusion and facilitates problem solving.

Every classroom has a Family Communication File Box outside their class and a file for each family. Communications and correspondences from the school or the teacher to families will be located in this file box. **Check and empty your file often.** Updates and information will also be sent via e-mail. If you carpool, please do not pick up correspondence for the other families in your carpool. Communication files are for school communication only.

Each child is assigned a cubby at the beginning of the year. Your child's daily work and projects, will be placed in his or her cubby. Please be sure to remind your child to check his or her cubby each day. Please remember to label all personal items with your child's name.

Classroom Bulletin Boards are located by each classroom. Schedules, announcements, classroom newsletters and much more will be posted there.

Family Community Bulletin Board is located in the family lounge on the main floor Childsworld will monitor items that are posted.

Childsworld Bulletin Board is located next to the Family Community Board. School wide announcements and information will be posted here.

Family/Teacher Conferences are scheduled in October/November and in February with your child's Lead Teacher(s) and are an important part of the school year. Please be assured that the teacher will contact you if any issues arise that need your immediate attention. Likewise, should you have any questions or concerns during the course of the year, please contact your child's Lead Teacher(s) as soon as possible by phone or in person. Meetings can be scheduled with the Lead Teacher, Education Director or Executive Director at any time. Direct communication eliminates confusion and facilitates problem solving.

School newsletters are published monthly and will be put in your communication file and on-line. Your teacher(s) distribute a monthly classroom newsletter as well.

Lost & Found is located at the bottom of the stairs by BAC and main floor/family lounge. Any items left in a classroom will be put outside the classroom. Weekly items are moved to the main lost and found area if not picked up. Due to space limitations we will be clearing out lost and found items four times a year, December/ March/June/August (last day of summer camp). These items will be donated to those in need or on occasion used for our emergency clothing.

Tuition and Explorers Fees

Tuition Information

Tuition is expressed as a ten-month school year cost, which may be paid as follows:

- Two payments, with the first **non-refundable** payment due within five days of receiving classroom placement, second payment (remaining balance) to be paid by October 1st (or by Aug 19th for a 2% discount).
- Ten payments with the first non-refundable payment due within five days of receiving class placement, second payment due October 1st, and continuing through June 1st.

Explorers Information

Before care: 7:30 a.m. ~ start of class time.

After care: End of class time ~ 5:30 p.m.

Full day care: 7:30 am ~ 5:30 pm *(for families adding an additional day to supplement their existing pre-school schedule.)*

Drop in: Available on an occasional basis for those not needing a regular schedule.

Explorers Cost: \$6.00/hr

Schedule changes *(additions or reductions to regular schedules):*

Once your child is registered, his/her schedule is considered permanent. If you need to change your child's schedule, notify Laurie by e-mail at least three business days in advance. Schedule change requests can only be honored if there is space available.

Explorers Late Fees

Before 5:30 pm: If your child is picked up after his/her scheduled time, you will be charged double the hourly rate of \$6.00 per hour in 15 minute increments.

After 5:30 pm: Please be respectful of our teacher's time. If your child is picked up after 5:30 (or closing time for that day) you will be charged \$2.00 per minute.

If late pickups become a problem you could lose Explorers privileges.

Billing and Payment Information

As a non-profit school, dedicated to excellence in developmentally appropriate early childhood education, our monthly cash flow is critical for the effective operations of our school. Therefore, we need each and every family to fulfill their monthly tuition obligations in a timely way.

The goal of the following **Childswork Payment Policy** is to establish timely monthly collections and ensure that only those families who pay for services, are using the services. Unfortunately, when one family does not pay on time, other families, in effect, have to subsidize their child, affecting the quality of our services for all.

- You will receive a statement (if you have a balance due) the last week of the month for the following month's charges in your communication file. *Example: The last week in September you'll receive October's statement.*
- Tuition and Explorers (BAC) payments are due on the 1st of every month.
- If payment is not received by the 15th of the month a \$35.00 late fee will be assessed.
- If payment is not received by the last day of the month, the family will not be allowed to participate in any Explorers, enrichment classes, Kids Night Out or camps.
- If payment is more than 60 days overdue, the family will be suspended from all classes at Childswork until the balance is paid in full.
- After 90 days, Childswork reserves the right to turn your account over to a collections agency.
- Please talk with the Executive Director or the Financial Director if you have special needs or circumstances that require a special payment agreement. Scholarships may be available for qualifying families.
- Outside the school office there is a payment drop box. Checks can be left with the Office Administrator or put in the payment drop box. Credit card payments can be made with the Office Administrator.
- If you have any questions regarding your payments, account or bills please contact the Financial Director @ 503-234-3611.
- To withdraw a student, a **30-day written notification** is required. Families will be charged for 30 days from the date the written notification is received by the Childswork office.

Credit Card Payments

We take Visa or MasterCard. In an effort to reduce our bank cost we are no longer automatically processing monthly payments.

Check Writing

Please write the following information on all checks:

- Child's first and last name.
- What the check is for, i.e.: tuition, Explorers, Kids Night Out, etc.

Please mail your payments to the billing address below:

Childswork Learning Center.....4235 S.E. Salmon St.....Portland, OR 97215

Registration

With your registration packet a **non-refundable** fee of \$150.00 plus your **non-refundable** first month's tuition are required.

Additionally, the following forms must be completed and returned prior to your child starting school.

- Registration Form
- Emergency Form (**Keep this form updated!**)
- Immunization Form (required by the state)
- Informed Consent Form
- Tuition Contract
- Explorer form if applicable

These forms and fees are required every year your child is enrolled. Childswork **cannot** use last year's forms to register your child for the current year.

The information on these forms is important for the day-to-day support of your child and in the case of an emergency. We need to be able to reach you or a responsible person you trust, at any time during the day to make decisions for your child. **If you have any special information regarding your child's health or special needs, please indicate the information on the forms and let the teacher know verbally and in writing.**

Financial Assistance

Childswork is pleased to offer a Financial Aid Program in partnership with [TADS](#) (a Financial Aid Assessment organization), TADS offers a fair and confidential financial aid assessment process. TADS provides financial aid worksheets, application forms, assistance filling out forms and ultimately recommendations to Childswork so that we can use our limited financial aid dollars objectively, fairly and effectively.

TADS charges \$34 to process each application. Childswork is willing to share this cost with any families that decide to apply. Your application fee will be \$15. TADS applications can be submitted entirely [online](#), or if you prefer, you can send a [paper application](#).

Please note that a critical first step in the TADS application process is to fill out a [Financial Aid Worksheet](#). While you do not need to send in the worksheet, it is an important tool that will help you fill out the actual application.

The deadline for financial aid for the following school year is April 30th. This will allow TADS sufficient time to process your application, ask you any follow-up questions or request additional information if needed. Financial aid decisions will be made in early June. While the majority of our financial aid dollars will be allocated at this time, we will reserve a small amount of funds for emergency situations or special circumstances that present themselves during the year.

See our website for further information and a link to TADS

Volunteers

Volunteer Opportunities

Childswork Learning Center Needs You!

Volunteering is vital to the success of our community. Childswork values the integration and active participation of families in all aspects of our school. Parents are encouraged to participate in our school in ways that match their interests, skills and schedules. Involvement opportunities include: volunteering in classrooms, participating in snack day, serving on the Board of Directors and/or volunteering in broader school projects. We welcome and encourage parent ideas, creativity and enthusiasm!

Volunteering is also a great way to connect with other families, to use your skills and invest in your child's school. It can be very rewarding and lots of fun. The information presented below describes some of the opportunities for volunteering at Childswork.

- Classroom Representatives
- Fundraising & Events Committee
- Family Mentoring Program

Please fill out our Volunteer Form so that we can collect additional information about your interests and availability. If you have any questions, please contact Kim Hill at 503-234-3611 x23.

Auction

The biggest fundraising event of the year at Childswork is our **annual auction** which happens in the spring.

The planning for the auction begins in the summer and our **tireless volunteers** work together throughout the fall to organize this exciting event that is both entertaining and an important source of revenue for our school.

We welcome all families to participate in the auction by volunteering on an auction committee, soliciting donations of auction items, and of course attending this wonderful event!

Appendix

Supporting Children and Learning in the Classroom

Children can learn in many ways

- Using all their senses
- Experimenting
- Discovering
- Creating
- Building confidence in self and others
- Repeating experiences/extending experiences
- Asking questions and searching for answers to their questions
- Personal interest in learning

Childswork promotes the following foundation skills for learning

- Recognizing themselves as capable and confident.
- Verbally expressing themselves.
- Identify and appropriately expressing feelings.
- Body awareness - how it works and where it is in relation to the environment.
- Ability to respond positively to boundaries and limits.
- Asking questions when they do not understand.
- Paying attention.
- Getting along well with other children and adults.
- Carrying on conversations with other children and adults.
- Ability to problem solve.
- Planning a task and following it through.
- Seeing themselves as a community member.
- The foundation of literacy/language/art/social studies/science/mathematical skills.
- The desire to learn.

Ways to help children learn

- Ask children open ended questions that may lead to their discovery, instead of telling them directly.
- Let children discover properties of materials by themselves. Encourage children to feel, smell, taste and listen as well as look at an object.
- Let children discover new methods of doing things even though you already know a different way.
- Let them explore according to their own ideas.
- Give the children as much time as needed to understand a new idea or concept, sometimes weeks or months or years.
- When speaking to children
 - * Use their names.
 - * Avoid comparing children and their work.
 - * Give children a choice only when you will accept their choice.
 - * Talk about what you observed.
 - * Extend learning through open ended questions.
 - * State directions in a positive form - "Use the blocks for building," rather than, "Don't throw the blocks!"
 - * Body language, tone of voice and words should be consistent.

A child's learning and you

- Listening to a child is one of the most important experiences that you can share with a child. Getting down to the child's level lets them know you are giving them your undivided attention.
- Allow children to play. Trust their play as a learning process. Play is the child's work.
- Allow the direction of the play to emerge from the children's work. Observe children in their play, describe what you see and wonder aloud.
- Children sense your intent, be clear and honest. Consistency with tone of voice, body and facial expression is important for children's understanding.
- The community behavioral expectations need to be consistent for children at school and all school events (ie: outdoor spaces, common areas, hallways, etc.).

How Childswork promotes Self Help Skills

Our goal is to provide opportunities for children to become:

- Confident in their ability to be responsible for themselves and their belongings.
- Secure in knowing they have a space, and understanding how to use and care for it.
- Respectful and caring of self , others, materials and community spaces.

When your child is in school we will help him or her develop self-help skills by:

- Making sure the child knows where his or her cubby is so they can keep art work and personal items there. This also results in beginning name recognition and understanding that each person also has personal space.
- Coaching the child on personal care skills such as:
 - * Hand washing before snack and lunch.
 - * Cleaning up space at snack or lunch.
 - * Toileting.
 - * Wiping nose.
 - * Changing clothes (when accidents happen).
 - * Putting on coat for outside time (the flip trick).
 - * Participating in clean up.
 - * Carry personal belongings/backpacks.
 - * Open their lunch boxes.
 - * Open lunch containers.
 - * Eat their protein first.
 - * Clean up their lunch spaces.

Families can support consistency for children by encouraging your child to do the following:

- Walk through the door on their own.
- Put away their own lunches and backpacks in their personal space.
- Hang up their own coat.
- Hand washing at arrival and departure.
- Have a short routine for saying good-bye.

When we view the child as capable and competent they rise to that expectation.

Definitions of terms that we use at Childswork Learning Center

- **Ages and Stages Questioner (ASQ):** a tool used by families for fall conferences.
- **Explorers (Before and After Care):** Multi-age group care available on school days and days your child is not in class. The community's philosophy and values are extended throughout the day.
- **Exploration/Choice Time:** Discovery and experimentation typically experienced in the classroom. The environment and tools created for exploration/choice time are developed to facilitate children's construction of knowledge.
- **Conferences:** Meetings between families and lead teacher(s) that are held formally, twice a year. The first conference is for the purpose of building a partnership and planning. The second conference is to share observations and growth of each child.
- **Constructivism:** Using prior and first hand experience, gained from exploration, to make sense of the world and construct knowledge. Meaningful learning in which students actively reflect on experiences and construct understanding. In the process, students' ideas expand in complexity.
- **Developmental Appropriateness:** Development refers to the predictable sequences of growth and change. From this knowledge, teachers facilitate an emergent curriculum appropriate for children.
- **Documentation:** An observation or reflection of the learning and history of our community, investigation or activity.
- **Emergent Curriculum/Explorations:** In depth investigation based on observations questions/interests of children and teachers. Investigations can be short or long term.
- **Guidelines:** The boundaries that allow all to learn in a safe and healthy environment.
- **Individual Appropriateness:** Refers to accepting each child as a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. The curriculum and adult interaction with children is responsive to individual differences.
- **Problem-Solving:** A situation where a child has a goal or interest that cannot be immediately reached. Through the problem-solving process children use their skills and ideas to reach mutually acceptable solutions and implement them.
- **Social Constructivism:** Constructing knowledge through interactions with one another. Learning that occurs in an organic way through exploration within the community.

