Childwork Learning Center
2018-2019 School Calendar

Legend:
- Regular School
- School open for camps
- School closed
- Event at school

September 2018

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October 2018

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There will be no regularly scheduled classes, Explorers, Enrichment, or Camps on Professional Development days. On Conference Days there will be no regularly scheduled classes, Explorers, or Enrichment; however camps and camp day Explorers will be available. Camps and camp day Explorers are also available Dec. 17-21 & 26-28 during Winter Break, and during Spring Break. During Holidays, Childwork is closed.
ChildsworK Learning Center
2018-2019 School Calendar

Legend:
- Regular School opens for camps
- School closed
- Event at school

February 2019

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February 8
Kids' Night Out
5:30-8:30 pm

February 18
Presidents' Day
All school closure, no camps available

March 2019

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March 8
Kids' Night Out
5:30-8:30 pm
March 18-22
Winter Enrichment Programs End
March 25-29
Spring Break
Camps available
No regularly scheduled classes or Explorers

April 2019

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April 1-5
Spring Enrichment Programs Begin
April 12
Kids' Night Out
5:30-8:30 pm
April 25-26
Spring Conferences
Schedule TBD
No regularly scheduled classes or Explorers
Camps available

May 2019

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May 27
Memorial Day
All school closure, no camps available
May 30-June 5
Spring Enrichment & Explorers Programs End

June 2019

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June 4
Year End Picnic
5:30-7:00 pm
May 30-June 5
Spring Enrichment & Explorers Programs End
June 5
Last Day of School
M/W 2.7 Class
June 6
Last Day of School No Enrichment or Explorers
M/Th & T/Th Classes
June 7
Last Day of School No Enrichment or Explorers
M-F, M/W/F, Parent Child 2’s Classes

There will be no regularly scheduled classes, Explorers, Enrichment, or Camps on Professional Development days. On Conference Days there will be no regularly scheduled classes, Explorers, or Enrichment, however camps and camp day Explorers will be available. Camps and camp day Explorers are also available Dec. 17-21 & 26-28 during Winter Break, and during Spring Break. During Holidays, ChildsworK is closed.
Administrative Staff

Julie Lee
Executive Director
julie@childswork.org

Garrett Riggs
Education Director
garrett@childswork.org

Crystal Gwyn
Finance Manager
crystalg@childswork.org

Candice Zablan
Office Administrator
candice@childswork.org

Candice Arditi
Explorers Coordinator
candicea@childswork.org

Hazel Gaffney
Licensing Coordinator
hazel@childswork.org
Teaching Teams and Classes

Susie Goodell, Gia Maronne and Lamiae Naki
Parent-Child 2’s Friday

Nate Duke & Ledah Oswald
2.7-3 year olds Monday/Wednesday & Tuesday/Thursday

Kreeya Olson & Alex Hatzakis / Maia Pillot
3 year olds Monday/Wednesday/Friday & Tuesday/Thursday

Susan Johnson & Elianne Lieberman
3 year olds Monday/Wednesday/Friday & Tuesday/Thursday

Mindy Novesky & Meredith Peters
3 year olds Tuesday/Thursday
4 year olds Monday/Wednesday/Friday

Andrew Barton & Margo Clark
3 year olds Monday - Friday

April Alexander & Lamiae Naki
4 year olds Monday - Thursday

Sara Bergonzi & Gia Marrone
3.7-5 year olds Monday - Thursday

Chrissy Clark & Kirsten Healey
3.7-5 year olds Tuesday/Thursday

Garrett Riggs & Cathy Hilburg
4 year olds Monday/Wednesday/Friday

Liz Anderson & Mollie Starks
4 year olds Monday - Friday

Debbie Hohn & Tuan Hauptmann
4 year olds Monday – Friday
Sally Bartle-Rupp & Annie Fowler
4-5 year olds  Monday - Friday

Mary Beth Kierstead & Courtney Hayes-Lattin
Kindergarten  Monday - Friday

Connie Esteban
Explorers Teacher

Autumn Gilles
Explorers Teacher

Lindsay Erwin
Explorers Teacher

Amber Brosius
Relief Teacher

Stephanie Taylor
Relief Teacher

Daniel Parker
Music/Wandering Minstrel
Board of Directors

Emily Swanson, President
Robin Webster, Treasurer
Britt Dawkins, Secretary
Sara Albert
Smith Chadaga
Marcelle Donehower
Ada Dortch
Amy Hero
Kathryn Langdon
Casady Monroe
Lindsay Nealon
Rachel Whiting
Dina Wirick

Staff Representatives

Julie Lee, Executive Director
Hazel Gaffney
Susan Johnson
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Mission Statement

At Childswork we respect children’s natural capabilities and share our passion, empathy, and enthusiasm in a reflective and collaborative way. We provide a supportive, nurturing, and encouraging environment for children and their families to develop relationships, to discover new ideas, to construct knowledge through play, and to cultivate a joy for learning.

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 life-long 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

Collaboration
At Childswork we partner with children, families, colleagues, and community members to support life-long learning in children and adults. We support this continued learning through inclusive ongoing dialogue, planning and investigating knowing that extraordinary experiences full of joy, wonder and discovery await us all.

Integrity
At Childswork we are a credible organization, dedicated to providing a developmentally appropriate program with intentionality, self-reflection, and professionalism. We are transparent with ourselves and our community, honest and genuine with our children, and passionate about our craft.

Respect
At Childswork respect is expressed in an environment that honors the time and space that an individual needs to grow and learn, through interactions in a safe sacred place. Communicating, listening, problem solving, and reflecting guide our actions toward others, materials, common shared spaces and ourselves.

Community
At Childswork we foster community within our school and surrounding neighborhoods. Purposefully building relationships and engaging families we reach individual needs in a safe, trusting, and inclusive environment.
Inquiry
At Childswork we believe children are capable of using their natural sense of inquiry and wonder to construct knowledge about the world around them. We support children’s right to explore their natural interests by encouraging independent and collaborative experimentation and theory-building.

Rights of Participation
No person shall be denied the services or facilities of this organization or be excluded from participation or services because of race, age, color, sex, sexual orientation, gender identity, creed, religion, disability, or national origin; discrimination of any kind is expressly prohibited.

Supporting Children and Learning in the Classroom

Children learn in many ways. We build on our understanding of how the world works through our experiences and interactions. A teacher’s role is to provide an environment rich with opportunities for children to explore, work together, experiment, and investigate. Many of these opportunities can encourage learning about things - castles, unicorns, rotting logs, etc. Many of these opportunities encourage learning about ourselves, each other, and our emotions.

We treat children with respect and understanding. We recognize that they are not miniature adults and this is an important time in their life to develop so many skills. Children learn through interactions and guidance how to develop communication skills, perspective taking, focus and self control, critical thinking, and the ability to learn.

We support children in many ways as they develop their social and emotional skills. School and the class community is a place where we will feel happiness and joy, sadness and disappointment, frustration, excitement, a sense of pride and accomplishment and so much more. Our goal is not to take away any of those emotions or protect children from their natural feelings, but to help children gain an understanding of them and the ability to regulate them.

Throughout the day, we use our language carefully to intentionally support children. We ask questions to encourage their critical thinking and theory building. We say, “I notice...” to support them in building connections and recognizing their environment and their classmates. We give them tools and strategies for working in the classroom in a prosocial way. You will hear teachers encourage children to ask their classmates, “when will you be done with that?” or “can I have that in 5 minutes?” Teachers encourage children to notice their classmates and how they might be feeling. Teachers encourage children to be mindful of their own feelings and body.

Many aspects of our day are built with these goals in mind. Every classroom in Childswork has meeting times. These are important opportunities to gather together, listen and share, and get ready for the day. Meetings encourage genuine conversation, connections, and a chance for songs and stories.
The richest part of our day is often choice time. This is when children are able to move through the classroom and explore the environment and the social knit. Children are often able to make their own choices for where they play and who they play with. Teachers will also have appointments for children to encourage involvement in specific projects or explorations. Teachers will create small group opportunities, too, supporting children in developing new connections with new peers.

Open ended play is the work of childhood. This is how children learn. Open ended play creates opportunities to challenge ourselves, to persevere, to resolve conflict with our classmates, and to regulate our body and mind. During these times, teachers listen to children. They ask questions about their work. They say, “Tell me about that.” They encourage self help and confidence. They redirect, offer emotional support, and provide children with strategies to overcome challenging behaviors.

Open ended play is extended to outdoor time. Each class has the opportunity for outdoor time everyday. Like the classroom, outdoor time can be for children to make their own choices. It can also be a time for specific projects, work in the garden beds, small group time, and whole group games. Just as in the classroom, teachers constantly support children through their observations, their conversations, and their encouragement. All while making sure everyone is safe!

Teachers are an equal part in the classroom and you will see their interests and passions come through. Some classes will have dedicated yoga time, some classes will have chapter books. There may be poetry recitals, daily questions, journaling, a kindness report, mindfulness exercises and so much more. These elements of the daily rhythm can come from teachers as well as children. As teachers observe, reflect, and plan, they constantly respond to what they see and hear children needing and wanting from them.

We strive to encourage children to do for themselves what we know they can do for themselves. You will hear teachers showing children the “flip trick” for their coats, verbally helping them try to open lunch containers or manage art supplies, and encouraging them to develop important self help skills. When we view the child as capable and competent, they rise to the expectation.

Families are an integral part of early childhood education. Families can support their child’s early education experiences at home and at school by instilling confidence, trusting capability, and reflecting with children on their day with their classmates. Teachers post daily notes to give parents ways to connect with their children. At Childswork, we encourage parents to let children walk into the school on their own, manage their personal belongings, and revel in their quickly growing independence skills.

We all have our days. Emotional regulation, collaboration, self care, and independence is hard work. Not to mention all the play, too! Challenging behaviors are a normal part of childhood. Teachers understand children and strive to develop healthy, meaningful relationships with them. We help them work through these emotional times in a supportive way. We get down on their level. We use a calm voice. We avoid asking them “why did you do that?” and putting them on the defensive. We treat them with respect and care and an understanding that everyone has a rough day once in a while. We always start each day fresh.

We all belong in this world and in a classroom with our peers. We strive to instill tolerance, to recognize and celebrate diversity. Welcome to our community!
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 joy, wonder and discovery.

Childswork’s curriculum was also founded on the inspirational work of Jean Piaget, Lev Vygotsky and Loris Malaguzzi (of Reggio Emilia). Their influence is still alive and well in our classrooms today.

Childswork adheres to the Oregon Early Childhood Foundations, 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. Bike parking is available in front of the school on Salmon Street and we have a covered bike shelter on the playground accessible from Taylor Street.

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 motorized vehicles will be allowed on the playground. Families are encouraged to park on Taylor Street and walk through the playground via the path.

The doors on both sides of the building at the west end of the school will be unlocked from 8:15am – 9:15am. Before and after that time you will need to use your code to enter the building. At 5:30pm the gate on the playground side (Taylor Street) will be locked.

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

Access Control System
Your family will receive a unique code that will let you gain access to the building from 7:30am-5:30pm on school/camp days. Please only share your code with the people you have entrusted with the responsibility of picking up your child from school.
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 Teacher(s) 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 or are a custodial parent. We ask parents to inform teachers of their child’s pick-up schedule and of any changes. Photo ID will be required until a relationship is formed.

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 that could be perceived to be a danger to the child such as inebriation, under the influence of drugs, or highly agitated, 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 will call the family. Families will be billed for late pickup.

Families and authorized pick-up people will be required to sign the attendance roster when picking up. The custodial family will have access to their child at all times.

Children and their Families

Family Areas
Families need to stay with their children at all times outside of their scheduled hours.

There are two family lounges for adults and children, one is on the main floor and the other is downstairs in the middle of the building. Please clean up after yourselves if you are using these areas.

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

The church has asked us to remind families to please not play on church property next door.

Playground Rules

- The playground is not available when being used by classes. Be understanding.
- Closely supervise your children. Keep them within sight and sound at all times. Be present.
- Clean up after yourself. Be responsible.
- Treat materials and plants with care. Be respectful.
- Most importantly, have fun while you use the outdoor space with your family. Be happy!
**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 signup sheet will be posted for each family to help in the classroom and/or provide snack approximately one day per month. Please check with your child’s teacher for the family helping and snack routine in that classroom. Routines will be based on the needs of the children in that class and maybe be subject to change. 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.

Due to licensing regulations, all snacks must be store bought and brought to school unopened. All food, fruits and vegetables included, need to be prepared at Childswork. When preparing snack, **only your child** can leave the classroom with you to get the snack ready. Please avoid snacks that are known to be choking hazards among young children. If you choose to bring grapes or cherry tomatoes for snack, please cut them lengthwise.

Our goals at snack time are to fuel children’s growing bodies through their school day, provide an opportunity for socialization, and build self-help skills and thinking skills. With these goals in mind we ask that parent-provided snacks be healthy choices taking into account any dietary restrictions of the class (teachers will communicate if applicable). Our classroom cooking projects will follow the same guidelines. Childswork occasionally sponsors events that may include sweets (examples are: Back to School Picnic/Ice Cream Social). Fruits and vegetables are always good options for snack days.

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.**

Snacks provided by the school are purchased from Fred Meyer, Safeway, and Cash & Carry and are required to include two food groups. We always offer fruit and/or veggies as well as rice milk (the health department requires us to offer dairy alternative with snack).

**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 meeting 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 children bring a water bottle each day. For sanitation, we recommend you take your child’s water bottle home daily. Please only send water in your water bottle and label it with your child’s name.

**Lunch**
Lunch is provided by each family for students who stay beyond noon. Lunch boxes and sacks need to be clearly labeled with your child's name.

- Children cannot share food.
- We promote healthy eating habits.
- Please reserve sweets and sugary drinks for home.

**Lost & Found**
The main lost and found is located downstairs by the Family Lounge, with smaller ones located outside classrooms. 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.

**Holidays/Celebrations/Traditions**
With respect for the diversity of family and community beliefs, children’s developmental levels and emergent curriculum, Childswor does not formally celebrate holidays.

Keeping this in mind, we strive to honor emergent interests of children. At times, you may see art or hear discussions/music surrounding holidays that are relevant and meaningful to children.

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; Back to School Picnic, Fall Sharing Celebration, Mitten Tree, Sing Alongs, Garden & Work Parties, Family Nights and the Year-End Picnic.

**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 a store-bought healthy snack.
To avoid exclusion and hurt feelings, a family may share birthday invitations with classmates by mail rather than in cubbies or communication files.

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 including Explorers:

* 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 (see next page for protocol)

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 or symptoms have subsided without use of medication.**

Please inform Childswork of any serious illness or communicable disease. Childswork must report communicable disease to the health department. **Please keep your child’s Health and Emergency and Immunization forms current.**

Allergies
Your child’s allergies need to be listed on your emergency form before beginning school. **Each family is required to notify the child’s teacher about allergy treatment before the first day of school.** Teachers will notify families at orientation and in the first classroom newsletter of any classroom food restrictions due to allergies because allergies can be life threatening.

Please notify the Main Office in writing about any changes in allergy status.

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

- All medication needs to have a doctor’s prescription including over the counter medication.
- 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.
• Childswork does not have school provided medication on hand for dispensing (ie: Benadryl, Aspirin, Neosporin).

• Sunscreen and hand sanitizer are considered medication by the Oregon Health Authority and cannot be stored in your child’s backpack. Please give these to the teacher and fill out appropriate permissions.

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

In the case of a medical emergency, if emergency care instructions are not listed on your Health and Emergency Form, emergency personnel will use the nearest or most appropriate medical facility.

In the case of a non-medical 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.

More details are available in our Emergency Response Handbook.

Head Lice Protocol

<table>
<thead>
<tr>
<th>When head lice is discovered at HOME:</th>
<th>When head lice is discovered at SCHOOL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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, for example, Explorers or Enrichment.</td>
<td>1. The teacher will contact the family if any lice or nits are detected on any student during school. Given the nature of preschoolers, 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 sent via email and on the classroom bulletin board, or contact their doctor or nurse for recommendations.</td>
</tr>
<tr>
<td>2. The Office Administrator will update the notification letter and distribute it via email and on the bulletin board of the affected classroom, and notify the Executive Director and Education Director of the affected classroom.</td>
<td></td>
</tr>
<tr>
<td>3. The Executive Director will send out an initial email to all staff notifying them of the outbreak and which class is affected within 24 hours of discovery. The student’s name will not be given due to confidentiality and should not be shared with other families. Updates will be sent out as needed.</td>
<td></td>
</tr>
<tr>
<td>4. If more than three classes are affected within the same week a school wide email will be sent out and a letter will be posted on all class communication bulletin boards.</td>
<td></td>
</tr>
<tr>
<td>5. When a classroom has head lice or nits the following protocol must be followed the day of discovery:</td>
<td></td>
</tr>
<tr>
<td>I. Teacher bags all pillows, blankets and dress-up clothes, etc.</td>
<td></td>
</tr>
<tr>
<td>II. All coats and hats are to be sent home at the end of the day.</td>
<td></td>
</tr>
</tbody>
</table>
III. Bag all items, including coats and hats not accounted for.
IV. All items must be bagged for three days or washed.
V. Couches and/or chairs must be vacuumed.

6. The Relief Teacher will lock the trikes and helmets for three days from the date of discovery.

7. The Administrative Staff will notify the Custodial Staff 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 three days 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 the 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.

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. Therefore, your child cannot come to school wearing diapers or pull-ups. If your child has special toileting needs, please contact the Education Director. We cannot guarantee our ability to accommodate all special toileting needs. The Education Director will work with families to come up with a plan & monitor progress with the family for special toileting needs if possible. 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 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.

At Childswork when coaching children, we use correct anatomical names of all body parts.

Nap Policy
We offer afternoon naps for children in Explorers based on family requests. If your child will be taking a nap regularly, please supply a pillow, blanket, and comfort item for your child. These items need to be taken home weekly to be laundered by the family. 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. Childswork will work with families when your child is ready to transition out of naps. Childswork sheets are laundered through a commercial service weekly.
Neighborhood Walks and Field Trips

Classes do take short neighborhood walks spontaneously. The neighborhood walk area includes SE 39th to SE 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. All persons transporting children on a field trip must provide a copy of a valid driver’s license, insurance policy, and a safety restraint for each child. Teachers cannot drive students or parents.

Policy Regarding School Closure and Missed Days

Childswork is committed to do everything possible to follow the school calendar. However, sometimes events happen that are beyond our control which cause us to close. Childswork has the same operational expenses on school days that we are open as we do on days that we have to close for unforeseen circumstances. We still pay our staff their regular salaries and benefits as well as rent, utilities, etc. on all school calendar days. Therefore, we cannot offer refunds or guarantee makeup days for days the Center is closed for any of the following reasons: inclement weather, natural disasters (hurricanes, hail, tsunamis, wildfires, earthquakes, floods and tornados), emergencies, disruption of critical services (water, electricity, heat, plumbing), illness affecting a considerable percentage of students and/or staff, riots, war, terrorism, governmental laws or regulations, or other causes beyond the control of Childswork Learning Center.

Inclement Weather Policy

In the event of inclement weather, we will evaluate the severity of road conditions, the forecast, safety for staff and families and the ability of staff to safely reach the school. When there is inclement weather or anticipated inclement weather, every attempt will be made to make a decision about our school schedule as early as possible.

Delay

While we do not strictly follow Portland Public School’s decisions regarding inclement weather, they do have considerable influence on our decisions. If we decide to delay opening, all classes will start at 9:30am with no before care/morning Explorers available. 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. When school is delayed, please continue to monitor communication as sometimes a delay turns into a closure if the situation worsens.

Closure

If we decide to close school, all school activities, including afternoon Explorers, Enrichment and evening activities, will be canceled. We will do our best to make our determination regarding school closing as quickly as possible. We will post information about school closures and delays on our web page (www.childswork.org), Facebook, Flash Alert and email.
Early Dismissal

If weather conditions require early dismissal from class and/or after care we will contact families by phone, e-mail, Childswork website, Facebook and Flash Alert. Please make sure your emergency forms are always current in case we have an early closure and we are unable to reach you.

Makeup Day Policy

For every four days of school closure due to inclement weather, the school will provide one make-up day up to a maximum of three make-up days per fiscal year (September 1 – August 31). Dates of make-up days will be announced as they are determined.

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 are clearly defined, consistent and maintained.
- Childswork 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 Childswork 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 may 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.

Classroom Agreements
Early in our school year, children are actively involved in creating classroom agreements. This process helps children connect these agreements with behaviors that ensure the entire Childswork community is respected and safe.

During the formative years of life, children are in the process of developing social and emotional awareness about themselves and others. Childswork faculty will make every effort to create authentic relationships, learn about your child’s interests, and implement individualized strategies accordingly.

Behavior Supports
Undesirable behaviors are a normal part of development. Children may display these behaviors because they are trying to meet some sort of need. Think of behaviors as “a form of communication.” For example, these behaviors often appear when children are tired, hungry, seeking independence, feeling hurt, frightened, sad, angry, overwhelmed, stressed, frustrated, inadequate, undervalued, or are simply in need of attention and/or TLC.

When children are in a heightened state, sometimes it is difficult to find words or more socially appropriate ways of getting those needs met. Childswork views typical developmentally appropriate/occasional undesirable behaviors as important social, emotional, cognitive, and behavioral learning opportunities. When guiding behavior, we encourage strategies that empower rather than shame children.

We practice positive discipline techniques, which include:

1. Preventative Strategies (model, redirect, offer choices).
2. Problem Solving with child.
3. Discuss Logical or Natural Consequences with the child.

If the child’s undesirable behavior:

1. Persists on a regular basis.
2. Causes a significant safety concern.
3. Requires extensive one-to-one support.
4. Impedes the learning environment.

Our faculty and staff will initiate the Student Success Plan (SSP) protocol.

Student Success Plan (SSP) Protocol

The SSP is a framework for providing a broad range of systemic and individual strategies for achieving behavioral outcomes. It is a support plan created cooperatively by Childswork faculty members, the Support Specialist, Education Director and/or Executive Director, parents, and outside professional resources if appropriate.

Protocol Steps:

1. If the classroom teachers suspect a child may need assistance beyond what is offered in the classroom on a daily basis, they will spend time observing and documenting the child’s behaviors, then communicate concerns to the family and enlist feedback.

2. After initial documentation and family communication are complete, the teacher will request a formal observation by either the school Support Specialist, Education Director, or Executive Director. They will discuss potential goals to share with the family.

3. The classroom teachers will initiate a Student Success Plan (SSP) Team Meeting. Attendees will include the family, teachers, Support Specialist, either the Education Director or Executive Director, and other school staff and resource specialists as appropriate. Together, the team will determine a plan of action to support the student’s success.

4. Additional SSP Team Meetings will be scheduled as necessary to review progress and goals.

Rarely, yet occasionally, the Student Success Team may determine that Childswork Learning Center is not the best learning environment to meet a child’s specific needs or that we are unable to provide the necessary resources to help the child learn and grow to full potential. Early Intervention during the formative years of development is critical and it is our goal to set every child up for success.

While we strive to support each individual child, Childswork may not be the best learning environment for every student and family. Therefore, if it is determined that our school is not a good fit for a child, if the family is unwilling to participate in our SSP team approach, or if the family is unwilling to follow through with our recommendations, we will terminate enrollment at our school. Our faculty and staff will diligently help the family locate the appropriate resources that meet the individual needs of the child.
**Early Intervention/Early Childhood Special Education Program (EI/ECSE)**

- Assessment is available through EI/ECSE at no cost. Families can contact them directly at 503-261-5535.
- Services may be available through EI/ECSE at no cost and often can take place here at Childswork depending on the child’s needs.

**We are happy to partner with outside resources that best meet child and classroom needs. Legally we cannot communicate with anyone outside of Childswork staff about any child without the signed “Release of Information Form” on file.**

✔ 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 teachers as soon as possible by phone, e-mail, or in person. If unable to resolve concerns directly, please contact the Education Director to facilitate further conversation. Contact the Executive Director if steps one and two have been unsuccessful.

*Direct communication eliminates confusion and facilitates problem solving.*

Every family has a Family Communication File outside their class. 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 work 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.

**Community Bulletin Board** is located in the family lounge on the main floor.

**Childswork Bulletin Board** is located outside the Main Office.

**Family/Teacher Conferences** are scheduled in Fall and Spring with your child’s teachers 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 teachers as soon as possible by phone or in person. Meetings can be scheduled with the teachers, Education Director or Executive Director at any time. Direct communication eliminates confusion and facilitates problem solving.

**Weekly Email Updates** are emailed with important information and updates about the school.
Registration and Tuition

Registration

At time of placement, a registration form along with a **non-refundable** fee of $150.00 is required.

Once registered, you will receive a Tuition Contract. In order to guarantee your spot, the Tuition Contract needs to be returned within 7 days with your tuition deposit (applied to your June tuition).

The following forms are sent electronically to you in the summer and must be completed and returned prior to your child starting school.

- Enrollment Form (emergency information, etc.)
- Immunization Form (required by the state)
- Explorers Registration Form
- Enrichment Registration Form
- School Year Camp Registration Forms
- Kids Night Out Registration Forms
- Volunteer Information

These forms and fees are required **every year** your child is enrolled. Due to licensing requirements, Childswork **cannot** use last year’s forms to enroll 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.**

Tuition Information

Annual tuition is billed in 10 equal monthly installments.

The first **non-refundable** payment was paid with your tuition contract. The remaining payments will be due by the 15th of the month starting in September and continuing until May.

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 an application fee. Childswork is willing to share this cost with any families that decide to apply. 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.

**DHS**

Childswork also accepts DHS funding and encourages families to talk to DHS to see if they are eligible.

**Explorers Program Information**

Our extended care program is called Explorers. Our work in Explorers is an important part of the partnership we have with families in the early education of their children. We are dedicated to providing an excellent program during each stage of your child's day.

**Explorers Main Contact:**
Candice Arditi, Explorers Administrator 503-234-3611 ext. #15, candicea@childswork.org

**Regular Explorers Cost:** $8.00/hour

**Explorers Hours:**
- AM Explorers: 7:30 AM to start of class time
- PM Explorers: End of class time to 5:30 PM

**Explorers AM Drop Off Times:**
- 7:30
- 8:00
- 8:30
  (Children will be walked to their classroom when their morning class starts at 8:30 or 9:00)

**Explorers PM Pick Up Times:**
- 1:00
- 3:00
- 4:00
- 5:00
- 5:30
Drop-in Explorers:
- $10.00/hour
- Drop-in space is very limited and cannot be guaranteed.
- Drop-in service is for families who need additional childcare. It is not meant to be an alternative for those who need a regular schedule.
- If you have special circumstances, please contact Candice A. to discuss your scheduling needs.

Registration: (for set schedule)
To register, families need to fill out the Explorers Registration Form enclosed in your enrollment packets, on our website, or in the Main Office. You will automatically be enrolled for all requested times unless we call you. Placement will be processed in the order they are received. Explorers availability will be dependent on staff/child ratios and population limits within utilized classrooms.

Late Fees:
- **Before 5:30 pm:** If your child is picked up after his/her scheduled time, you will be charged in 30 minute increments the drop-in rate of $10.00/hour. If you need to pick up late, please call to verify there is space and adequate staffing to extend your child’s time.
- **After 5:30 pm:** You will be charged $2.00 per minute. Please be respectful of our teachers by picking up on time.

Billing:
- Scheduled Explorers charges are billed at the beginning of the month.
- Drop-in charges will appear on the following month’s statement. Once you are scheduled for a Drop-in you will not be refunded if you cancel.
- If there is a change to your child’s Explorers schedule during the month, adjustments will appear on the following month’s statement.
- Explorers fees are a set charge according to your reserved scheduled times. They cannot be reduced because of early pick up or missed days due to illness, vacation or other reasons.
- Any questions regarding billing should be referred to our Finance Director, at 503-234-3611 x #13.

Schedule Changes (additions or reductions to regular schedules):
If you need to change your child’s schedule, notify Candice A. by email at least one week in advance. Schedule change requests can only be honored if there is space available.

Pick up procedures and Checking Identification:
For the safety of your child, you will be asked to initial our Explorers Daily Attendance sheet when you pick up your child. Your daily in/out times will be monitored by our Explorers teachers.
- We will ask to see picture identification for anyone coming to pick up your child, including you, until relationships have been developed with staff.
- We will only release a child to a person who is listed on your emergency form unless you have given permission in writing/email. **No Exceptions.**
Naps and Relaxation Time:

- Naptime is 1:00-3:00
- Please indicate nap on the Explorers Registration Form. In the nap room children get into a sleeping rhythm within the first few weeks. Napping children who do not fall asleep within 20 - 45 minutes will be provided an alternative activity (ex. looking at a book or joining the other Explorers).
- For those families not registering their child for nap please be aware that a child who requests a nap will always be accommodated. When this occurs, the family will be notified at pick-up.
- All non-napping Explorers and Enrichment students will participate in a 30-minute relaxation time once they have transitioned from their AM classroom at 1:00.
- Children who nap are welcome to bring a nap-bag that can be left at school at the beginning of each week and taken home at the end of each week for washing and refreshing. This bag should contain any blanket, pillow, soft “lovie” or other item that will assist the child in relaxing and feeling secure. Please do not send pacifiers. Personal items should be labeled.

Contact Information and Questions:
If you have questions or concerns please contact Candice A. You can put a note in her box in the main office, email her at candicea@childwork.org or leave a phone message at (503) 234-3611 Ext. #15.
To reach the Explorers teachers after 4:00 PM please call (503) 234-3611 Ext. #14.
Thank you for working with us to ensure that Explorers is a joyful, enriching and safe experience for your child.

Additional Programs

Enrichment

Enrichment classes are an opportunity for children 3-5 to spend more time investigating a particular subject. Fall, winter and spring sessions are offered each year; enrichment classes run from 1:00 – 3:00 pm and each session is approximately 10 weeks long. Registration forms are available online or in the Main Office. Enrichment classes will be billed by term.

Kids’ Night Out

Kids’ Night Out, offered one Friday a month, October-April from 5:30- 8:30pm, is designed to give parents and caregivers that rare evening to themselves. Join us for games, crafts, outdoor/ gym time and pizza. You can even wear your PJ's!

Reserve your spot by filling out a Kids’ Night Out Form, available online or in the Main Office.

Kids’ Night Out will be billed in advance monthly.

School Closure Camps

As a service to our families, we also offer special camps and Explorers during our winter and spring breaks, and conference days. The Camp Registration Form covering our upcoming camp offerings is available online and in the Main Office. Camps will be billed in advance monthly.
Summer Camps

Childswork offers Summer Camp. Each week provides a different possibility for exploration, investigation and discovery. Campers can attend two (T/Th), three (MWF) or five days a week. Camps are held from 9:00am-12:00pm daily and can be combined with Explorers to extend the day from 8:00-9:00am & 12:00-5:00pm. Summer Camp information and registration forms will be available after Spring Break.

Summer Camp and Explorers must be paid with registration.

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 an invoice on the first day of the month for the current month’s tuition, Explorers, & scheduled offerings.
- Payment is due on the 1st of every month.
- A $35.00 late fee will be assessed if payment is not received by the 15th of the month.
- 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 Finance Director if you have special needs or circumstances that require a special payment agreement. Scholarships may be available for qualifying families.
- Checks can be mailed, left with the Office Administrator or put in the payment drop box outside the office.
- If you have any questions regarding your payments, account or bills please contact the Finance Manager @ 503-234-3611 x13.
- 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**

Childswork accepts Visa, MasterCard, and American Express. A 2% service fee will be added for all credit cards transactions.

**Checks**

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.

Checks can be mailed to: Childswork Learning Center, 4235 SE Salmon, Portland, OR 97215

**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 appreciate volunteers for special projects around the school, gardening, music, and technology support.

We welcome and encourage parent ideas, creativity and enthusiasm!

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 the Executive Director at 503-234-3611 x12.

**Fundraising**

In order to fund all of our program needs and scholarships we depend on families to participate in our annual fundraising efforts.
Appendices

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/extended 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
- Identifying and appropriately expressing feelings
- Body awareness - how it works and where it is in relation to the environment
- Responding 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
- Problem-solving
- Planning a task and following it through
- Seeing themselves as a community member
- Building the foundation of literacy/language/art/social studies/science/mathematical skills
• Joyful learning

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
  
  o Use their names.
  
  o Avoid comparing children and their work.
  
  o Give children a choice only when you will accept their choice.
  
  o Talk about what you observed.
  
  o Extend learning through open ended questions.
  
  o State directions in a positive form - “Use the blocks for building," rather than, "Don't throw the blocks!"
  
  o 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 and after 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.
  - Opening their lunch boxes/containers.
  - Encouraging healthy eating habits.
  - Cleaning 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.
Behavior Management and Problem-solving with Children

Children are supported when adults:

- Are fully present with children.
- Observe before reacting.
- Redirect.
- Converse with children at their eye level.
- Use words and tone that match body language and message.
- Use a quiet and calm voice.
- Don’t talk about children in front of children.
- Label actions that are inappropriate and provide alternatives.
- Support communication and decision making by asking questions and limiting directions.
- Avoid asking “why?”... it puts children on the defensive.
- Remove materials and or student from the situation if it becomes too difficult or unsafe.
- Develop a plan with the child to move forward in a positive way.
- Follow through on an agreement (i.e. make a list for those waiting, set a timer, etc.).
- Comment specifically on positive and appropriate behaviors.
- Problem solve with the children to find an acceptable solution.
- Make a fresh start every day and with every child (everyone is entitled to a rough day).
Definitions of terms that we use at Childswork Learning Center

- Ages and Stages Questionnaire (ASQ): a tool used by families for fall conferences.

- Explorers (AM and PM Care): Multi-age group care is available outside of your regularly scheduled class time. 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 teachers are held 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, and 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.