

WE BELIEVE

Children are strong and capable individuals.

Children deserve beautiful spaces to learn, indoors and outdoors.

In exploring concepts through hand-on activities.

In encouraging long blocks of uninterrupted, child-led play.

In offering opportunities to explore nature.

In developing positive, respectful relationships with peers and caregivers.

OUR PHILOSOPHY

The Playschool at Mountain Park has served the neighborhood since 1974, educating children 14 months to 5 years of age in a play-based and nature-focused environment. Our school offers outstanding indoor and outdoor learning spaces, supports the development of social-emotional skills, and utilizes a play-based emergent curriculum.

Our curriculum is called “emergent” because it is continuously changing and evolving along with children’s needs and interests. Through “teachable moments”, we support children in exploring what is socially relevant, intellectually engaging and personally meaningful. And because it weaves experience and prior learning with play, it supports children deepen their understanding of the world around them.

ORGANIZATIONAL STRUCTURE

The management team at The Playschool is comprised of a Center Director, Lead Teachers, Teachers, and Support Staff. The Center Director collaborates closely with the Executive Director of the Mountain Park Clubhouse to set yearly budgets. The Center Director supervises the day-to-day operations of the center including family relationships, financial and clerical records, oversight of staff and staff development, meetings, the center environment, purchasing, and the program. The Center Director holds a full time, on-site position and is accountable to the Executive Director.

All staff members are experienced early childhood educators who participate in a continuous program of in-service professional development. Most staff members are

active in our state and local professional early childhood associations and the National Association of the Education of Young Children (NAEYC).

Our early childhood teachers are responsible for developing a lesson plan using the curriculum, philosophy, and their creativity that is play-based, developmentally appropriate, and child-led. They are also responsible for designing a learning environment that is inspired by the children’s interests and desires.

Our program is sufficiently staffed and organized to assure that the needs of individual children are met, to maintain positive interactions, and constructive activity among the children and staff. This includes enough adults for the number of children in the program to ensure adequate supervision as required by the State of Oregon, frequent personal interactions, and time for individual instruction as needed. Staffing patterns are planned so that the same adults have primary responsibility for the same children each day. The number of children in a group is limited to facilitate constructive interaction and activity.

The Playschool continues to attract and retain a more highly qualified staff by paying a higher-than-industry-standard wage and offering a healthy benefit package. Our program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development, and to support the diverse needs and interests of our families.

CONTACT INFORMATION

The Playschool at Mtn Park
2 Mt Jefferson Terrace
Lake Oswego, OR 97070

Playschool Director
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503.636.8962

HOURS OF OPERATION

The Playschool is open Monday through Friday from 7:30am to 5:30pm. The Playschool is closed for the following holidays:

New Year’s Day
Civil Rights Day
President's Day

Memorial Day
Independence Day
Last Week of August

Labor Day
Thanksgiving and the day after
Christmas Eve and Christmas Day

CERTIFICATION

The Playschool is licensed by the Child Care Division for 58 children aged 14 months through 6 years of age. The CCD establishes regulations that govern our facility, staff, record keeping, nutrition, health, and safety procedures. Concurrent with CCD regulations, representatives of all agencies involved in certification and custodial parents have access to all parts of The Playschool during hours of operation. No advance notice is required.

The most recent:

- Child Care Center Certification Inspection
- Child Care Center Sanitation Inspection
- State Fire Marshall Inspection Notice

Questions or complaints regarding the facility should be directed to Oregon Department Education Early Learning Division Office of Child Care at 503-947-1400.

OUR APPROACH

Curriculum

Early childhood teachers ignite children's interest in learning by creating an environment that encourages them to explore materials and interact with peers. We focus on supporting early learners as they make decisions, build skills, develop socially and emotionally, and become part of their classroom community.

Early childhood teachers function as partners, working alongside children and communicating with them both verbally and nonverbally to encourage learning. Key strategies for teacher-child interactions are sharing control with children, communicating as a partner with children, scaffolding children's play, using encouragement, and taking a problem-solving approach to supporting children in resolving conflicts.

To create a predictable and active learning environment, teachers design their classrooms with diverse, open-ended materials that reflect children's interests, culture, and language. The classroom is organized and labeled to promote independence and encourage children to carry out their own ideas.

A consistent framework for the day provides balance, with a variety of experiences and learning opportunities. Children engage in both solo and social play, participate in small-

and large-group activities, assist with cleanup, socialize during meals, develop self-help skills, and exercise their fine and gross motor skills.

Inclusion

We support and celebrate the wonderful diversity of our families at The Playschool. We strive to help every child in our care develop his or her own understanding and appreciation of others by celebrating our differences. We do this in a variety of ways by providing materials such as books, toys, and other open-ended materials that represent those in our program.

We strive to be an inclusive program. This means we accept children with a wide range of abilities and developmental levels. We provide an opportunity for all children to participate in daily routines and activities developed with each child's individual abilities and interests in mind. Our program also offers opportunities to gain experience about and celebrate each other's differences and similarities, and to help instill the standards and values that promote compassion, patience, and acceptance.

Classroom Environment

The actual room arrangement of each program room is the responsibility of the program teachers and is designed to be a relationship-driven learning environment. Essentially, since students create the curriculum, educators are seen as co-learners and observers; the classroom itself becomes a "third teacher."

An emergent classroom is a nontraditional learning environment where there are no assigned seats. Children have easy and free access to supplies and learning materials and are consistently inspired and encouraged to direct their own learning. Because students learn directly from their learning environment, an emergent classroom is set up in a way that is meant to reflect the culture that the child lives in. Each classroom contains learning areas that are open ended.

Side by side, classrooms will look different because of the varying skills, interests, and needs of the children within those classrooms. In the preschool and pre-kindergarten classes, classrooms are organized into core learning centers aligned with student interest, e.g., restaurants might include both literacy and math in a way that is inspiring to the children. Items and materials that are stored are easily accessible to the children, both visually and physically. Many opportunities exist for children to interact with material in different ways. Regardless of classroom, each includes open ended opportunity to involve all the senses, challenging creativity, encouraging the hearing, and using of both oral and written language, exploration of art media, conducting investigations and asking questions.

Behavior and Guidance

During the early childhood years, children are beginning to experience intense emotions and developing skills of how to manage them. As families and caregivers know, this can be a lengthy process. It is also a central aspect of children's social and emotional development.

Challenging behavior is any behavior that:

- Interferes with children's learning, development, and success at play.
- Is harmful to the child, other children, or adults.
- Puts a child at elevated risk for later social problems and school failures.
- It can be direct such as hitting, biting, pushing or indirect such as teasing, ignoring, excluding, destroying objects, or having big emotions.

Working with children's behavior challenges is an integral part of our job as teachers. Discipline rather than punishment, is the approach to guiding children's behavior. Many of children's most valuable learning experiences are solving their behavior problems. The approaches we use at The Playschool vary by age, but have the following elements in common:

Adults model positive behavior. We can control and express our feelings in a direct and kind way. We can manage the child's intense emotions and will not punish, threaten, or withdraw from them.

Teachers and children collaborate to establish expectations for their classroom community. Our preschool and pre-kindergarten children will participate in this process early in the school year. When issues arise, the teachers and children can reference the classroom guidelines such as "Be kind, Be safe, Be respectful!"

Teachers design the physical environment to minimize conflict. Defining the interest areas, provide a wide range of materials for both quiet and active play. Our classrooms are designed to be the third teacher.

Teachers maintain age-appropriate expectations for children's behavior. We minimize transition and waiting times and limit the length of large group activities. Children are given large periods of uninterrupted child-led play time indoors and outdoors.

Teachers closely observe and supervise children's activities and social interactions. With our emphasis on attentive observation, we can often intervene to

guide children before situations escalate. When they do, we are available to coach and model effective conflict resolution.

Teachers help children verbalize their feelings, frustrations, and concerns. Our teachers will help children describe their problems, generate workable solutions, and think through logical consequences of their actions. Even with our littles, they will hear their teacher describe actions, problems, solutions, and consequences. The teacher is a helper in positive problem solving. We want children to value cooperation and teamwork. We help children learn peaceful, productive approaches to interacting with their peers. The teachers engage the children and acknowledge their feelings while helping them give their feelings a name “It looks like you are frustrated. How can I help.”

Children whose behavior endangers others will be supervised away from other children. This is different from a “time out” We do not use time outs as a method of discipline in any situation. Children are still developing skills for thinking and learning. They do not possess the ability to “think about what they did.” The teacher will help the child move away from the situation so that the child can process the problem verbally without distraction. The teacher will stay close to any child who is emotionally out of control and needs time to regain composure. The director may take the child on a “body break” to have some alone time to reset their emotions. Breathing exercises are used to help the child self-regulate.

Discipline and guidance will always be positive, productive, and immediate when behavior is inappropriate. No child will be humiliated, shamed, frightened, or subjected to physical or verbal punishment by any adult in our program.

When a pattern of behavior persists that endanger self, others, or property, or significantly disrupts the program, we will work with a child’s family to find a solution, up to and including referral for outside services or exclusion from The Playschool program.

Classroom Ratios

- | | | |
|-------------------|------------------------|------------|
| ○ Toddler | 12 months to 24 months | 1:4 ratio |
| ○ Jr. Preschool | 2 years to 3 years | 1:5 ratio |
| ○ Preschool | 3 years to 4 years | 1:10 ratio |
| ○ Prekindergarten | 4 years to 5 years | 1:10 ratio |

All age ranges are estimated, as we create our classroom spaces by considering not only the age of the child, but developmental activities such as communication, motor skills, potty- training, and other factors.

Transitions

Our main goal is to ensure that each child settles into the new program easily and without confusion. We introduce the child to the teacher and environment slowly. We try, if possible, to move children together. Changes are much easier when they are with a friend. We will inform you daily of how your child is doing in the new classroom.

Your Child's Schedule

Upon enrollment, you planned for specific days and times of attendance for your child. We ask that you arrive and depart at scheduled times. If you will be delayed in picking up your child, please notify your child's teacher through the Procure Parent App.

We will attempt to accommodate all requests for a change to your child's regular schedule. Changes are subject to the availability of space. It is our policy to not trade days. You will be charged a daily rate for days attended that are not regularly scheduled.

A Day in the Life of a Preschooler

ACTIVITY	WE ARE LEARNING . . .
Arrivals & Centers/Small Group Activities	Children plan for play, deciding where they want to go, who they want to play with, and what they want to play. Our areas include art, blocks, books, listening areas, dramatic play and sensory.
Group Time	The teacher reads a book, sings songs, and/or plays a game/movement activity. Children join in, share, make meaning, raise questions, and make connections to build ideas, concepts, and skills
Morning Snack	Mealtimes provides many opportunities to explore math and social skills.
Book Time	Children practice looking/reading a book, social and language skills when reading independently or with friends.
Outside Play	Various gross motor activities, creative play, building, sensory, and exploring are set up around the playground.

Centers/Small Group Activities	Children plan for play, deciding where they want to go, who they want to play with and what they want to do. Areas of interest include creative play, STEM activities, pretend play, teacher lead activities.
Large Group Activity	The teacher will group the kids together and discuss what “play” plans everyone made during the day.
Lunch	Teachers and children eat lunch together like a family in the classroom. We practice our manners, appropriate discussions at mealtime and we clean up after ourselves when finished eating.
Outside Play	Various gross motor activities, creative play, building, sensory, and exploring are set up around the playground.
Rest Time	All students rest quietly on their assigned mats with blankets and nap time buddies brought from home. A story is played while we get comfortable and soothing music plays to help us sleep.
Quiet Activities	Children who are non-nappers are offered quiet activities to take to their mat. Quiet bins include small toys, puzzles, books, and fine motor activities.
Afternoon Snack	Mealtime provides many opportunities to explore math and social skills.
Outside Play/Small Group Activity	Children plan for the afternoon, either play inside and “finish” what was played with in the morning or go exploring out on the playground.
Snack & Large group/Table Activities	Extra snack to tide us over till dinnertime. Listening to stories. Child-led activities.

Our preschool day has a mix of child-led, play-based, nature-focused, and teacher directed lessons and activities. It may change depending on children’s interests, temperaments, classroom climate, weather, and events.

OUTDOORS

Playground

Outdoor play is incorporated into the daily schedule for both the morning and afternoon, in almost all-weather conditions. In the event of rain, severe wind/cold, or extreme heat (defined as 100 degrees or higher), children are permitted to remain indoors. It is not unusual for children to continue to play in light rain; as always, please ensure your child has weather appropriate clothes to change into.

What to Wear

We highly recommend children wear washable play clothes each day as learning and playing are often messy! Please provide an additional change of clothing appropriate for the season that can be left at the Center. If we get wet, dirty, or have an accident, we need a change of clothes and appreciate having one on-hand. Both our playgrounds have mud kitchens and natural materials; we are unable to deny children access to play areas out of concern they might get messy, so please do not ask.

We believe that fresh air and exercise are important for children. Given this, we prioritize outside play whenever possible and appreciate ensuring your child is dressed to play outside each day. During the colder months, please see that your child is dressed warmly (jackets, hats, mittens) to enable outdoor play. During the wetter months, a waterproof jacket is important; we do go outside when it is misty and/or damp and raining lightly. Sneakers or other comfortable shoes are also important so that children can play outside without discomfort. Flip flops or shoes without a strap in the back are not permitted.

All clothing, including shoes and outerwear, should be labeled with children's full names. It is difficult to keep track of items that are not labeled. Cobb Childcare is not responsible for lost, unlabeled clothing.

We ask that parents please only pack the clothing they wish their child to change into. Please be sure your child's change of clothing is weather appropriate; children often have their own ideas of what they want to wear, and we want to encourage choice, not limit a child's options.

Sunscreen

During the summer months, we ask that you apply sunscreen to their child in the morning and teachers will reapply in the afternoon before sun exposure. Families will be asked to sign a consent form to allow their child to have sunscreen applied. The

Playschool will provide sunscreen, but families may bring in their own brand if they wish. Aerosol sunscreens are allowed.

FAMILIES AND PARTNERSHIP

Enrollment

The process for getting started at The Playschool depends on you, your child, and our current situation. Some children and families require a little to no transition period, while others need more time and support in becoming familiar with our setting and staff.

To facilitate the process, we recommend the following:

- You and your child are encouraged to visit and observe the classroom, as well as meet the early childhood teachers. The best time to visit our center is in the morning between 9:00am and 11:00am
- It is normal for some children to need several classroom visits with a family member before they adjust to their new environment. Families and teachers are encouraged to work together to develop an appropriate plan for transitioning.

Our annual Meet & Greet is held at the beginning of each new school year. It is recommended that all new families attend.

Family Communication

Daily communication with your child's teacher(s) is important. We strongly encourage you to exchange information with our staff. Please notify us as soon as possible of any life changes such as a death, divorce, move, etc. Even something as simple as a family member going out of town or a change in their everyday routine. Major and minor changes in the lives of children can explain a shift in behavior or big emotions. When our staff is aware of these situations, we can provide the appropriate care and sensitivity to your child's needs, fears, or circumstances. If you have a concern that requires more time or confidentiality, or would just like to chat, please contact your child's teachers to schedule a meeting at your request.

Feel free to ask questions – we will gladly answer them. A few of the ways we communicate with families are:

- Procare messaging
- Email
- Seasonal newsletters

- Whiteboards in all classrooms
- Bulletin boards in all classrooms and lobby
- Verbal communication

Family Involvement

The Playschool at Mountain Park has an “open door” policy, and we invite you to observe or participate in your child’s classroom. Families are encouraged to be regular and frequent participants in our program. You may read a favorite story, stop by for lunch, share a hobby or family tradition. If your child struggles with additional visits by a family member, please speak with your child’s teacher.

Confidentiality

All information gathered about your child is kept confidential. Records are kept in a secure area with limited access except for authorized personnel. Information obtained and collected by the program will be shared with other staff only on a “need to know” basis. All information compiled during screenings and assessments will be used to promote the healthy developmental growth of the child. As appropriate, the classroom teachers, the family, and other essential personnel will be involved in making goals for the child or a referral in cases of developmental delays. No information shall be shared with an outside agency without the written consent of the family. On request, regulatory authorities (Oregon Child Care Division or Health Department) shall have access to confidential materials.

Arrival

Each morning when you and your child arrive at school, and each evening when you depart, please use our Procure Parent App to sign your child in and out. We are mandated by the State of Oregon to maintain records of your child’s arrival time, hours on site, and departure time. The Playschool does not become responsible for your child until you sign your child in, and a teacher has greeted your child.

Most children thrive on routine. By arriving and departing at about the same time each day, your child can feel secure in the predictability of their day. The Playschool program begins at 8:30am for all classrooms. If there is going to be a change in your child’s routine, or you will be arriving after 9:30am, please notify your child’s teachers. This notification helps us plan our day and snacks.

Departure

Each family is requested to establish a good-bye plan to ensure a smooth transition from home to school. We recommend that children be at the Center by 9:00 A.M. and attend the scheduled morning meeting/greeting time for their classroom. In our

experience, children separate more easily and enter the school environment more comfortably when they come at times other than snack, lunch, or rest time.

The Playschool closes promptly at 5:30 PM. It is important to allow yourself enough time to greet your child, gather belongings and sign-out of the Playschool before 5:30 PM. If you need to speak with your child's teacher, please arrive a little earlier to pick your child up.

Teachers are scheduled to work only until 5:30. Please be respectful of school policies and plan to exit the building with your child by the 5:30 closure time. To facilitate a smooth transition home, children who are in attendance at 5:20 gather in the lobby and are ready to exit with their belongings directly from the lobby.

When someone else is to pick up your child, please let your child's teachers know. Notifications can be made verbally, via email, or through our Procure App. For your child's protection, we may require them to show identification and verify they are authorized to pick up and/or be at The Playschool.

Late Pickup

A late fee applies at 5:35 and will be added to your tuition payment according to the signed Parent Agreement. Parents are responsible for notifying the school if they are going to arrive after closing time. Circumstances beyond your control such as inclement weather, traffic jams, etc. will be considered.

The staff makes every effort to contact parents who are late before resorting to the emergency contact list. The contact list will be used after giving parents a reasonable amount of time beyond the 5:30 closing time to arrive at the Playschool. If no one on the emergency contact list can be contacted, the school will release the child into the care of the authorities. Thankfully, this has never been the case at the Playschool but would be the protocol we will follow if such a situation should ever arise.

It is a parent's responsibility to make sure that the Playschool has up to date information on your child's emergency contact form to ensure that we can reach you or the designated contact person easily should a need arise. Any changes to the information required on the emergency form should be reported promptly to the office so that we can maintain our records and meet our licensing obligations. Changes can be made via the Procure parent app.

Helping Your Child Adjust

When a child joins a group of children in a childcare setting, it can be an adjustment for the whole family. We want to do all we can to make this adjustment as easy as possible for you and your child. We encourage you to spend some time in the classroom before you leave your child alone for the first time. Becoming familiar with the classroom

environment and teachers helps strengthen your child's sense that The Playschool is a fun and safe place.

Children adjust in different ways. We have found that children experience the best adjustment to their new environment when you make goodbyes with them short, cheerful, and sweet. For example, say "I am leaving now but I will be back later to pick you up. I know you will have a fun day at school." Then leave. Staying after you have said "goodbye" or sneaking out without your child knowing will only increase your child's anxiety and sense of security. Some children may cry at first and the teachers will comfort them while at the same time encourage participation in an activity.

Some children spend the first week or so watching other children engage in play before joining in, and others may settle in smoothly without much fuss. Our early childhood teachers understand that every child is different and may require different ways of support to help them feel secure and confident in their new classroom.

HEALTH AND SAFETY

Parking Lot Safety

Please park in the parking lot when dropping off or picking up your child. The two yellow spaces directly across from the clubhouse walkway are reserved for service and delivery vehicles but are available to families if no longer than 5 minutes. Please always keep these spaces available. Be aware that the red curb is posted as a "no parking" area.

We consider the grounds of the Playschool to continue into the parking lot and ask that you assist in complying with needed safety regulations to ensure the well-being of each child. Our parking lot is busy during arrivals and departures. We ask that you drive with extreme caution when entering the parking lot.

All children must be properly supervised by an adult in the parking lot. The Playschool strongly encourages parents to walk hand in hand with their children as they exit the building and move through the parking lot using this as an opportunity to help your child gain beginning understandings of important safety issues like- moving vehicles, crossing the street, the role of the adult and child. Please work with your child to leave the classroom/building with you. At the Playschool, *ONLY adults open the classroom door and front exit doors.* We ask that you actively discourage your child from running ahead of you in the hallway and that you always maintain sight supervision of your child.

No child, even older siblings, may be left unattended in a car at any time. No car may be left running in the Playschool parking lot at any time for any reason.

Handwashing

HELP US ALL TO STAY HEALTHY! PROTECT YOURSELF AND OTHERS!

All children and parents ***MUST*** wash their hands when entering a classroom. Bearing in mind that adults and children are most contagious two or three days before they show any symptoms of being ill, we ask that all families adhere to our hand washing policy. If you are picking up/dropping off multiple children in the Center, we ask that you wash your hands upon entering each classroom.

Illness and Exclusion

You should be aware that many children experience some mild forms of illness when they are introduced to a new group situation. We do our best to maintain a clean, healthy environment. We will notify you immediately if your child shows any signs of illness.

Please cooperate in helping us maintain a healthy environment for all the children at The Playschool. If your child shows symptoms of illness, please keep your child at home. Children need to be illness-free for 24 hours without medication and remain at home for a total of 72 hours before being admitted back to The Playschool. Please notify us if your child will be absent. Any staff member may refuse to admit your child if she/he feels your child is ill. A sick child does not perform well at school, requires extra attention from staff and exposes other children to illness. A child may not attend The Playschool with any of the following symptoms:

<u>Illness</u>	<u>May Return Under the Following Conditions</u>
Fever above 100.4 degrees	Fever free for 24 hours without medication and remain at home for a total of 48 hours.
Vomiting – more than one episode	Resume normal diet and has not vomited for 24 hours.
Diarrhea – more than one episode	When diarrhea has resolved. The stool may be within a 3-hour period unformed but may not be watery.
Conjunctivitis- tearing/redness	24 hours after beginning medication or a doctor's note stating of red eye, discharge, or that the condition is not contagious.

Rash with fever or behavior change	When a doctor's note states that the condition is not contagious.
Strep or Staph Infection	48 hours after treatment begins.
Chicken Pox	All pox is scabbed and dry.
Pneumonia or Bronchitis	48 hours on antibiotics and fever-free for 24 hours.
Difficult breathing/coughing	When the condition is resolved, and child can resume normal activities.
Head Lice	Children will be excluded from the program until they are nit and bug free.

Please notify The Playschool if your child contracts an infectious disease (chicken pox, food poisoning, fifth disease, hand, foot, and mouth, etc.) so we can alert other families. If your child becomes ill while at The Playschool, you will be notified and asked to pick them up as soon as possible. If you cannot be reached, the staff will call the emergency contact listed on your enrollment forms.

Medication

The Playschool staff can administer medication to a child under the following conditions:

- Prescription Medication must be in the ***ORIGINAL CONTAINER LABELLED WITH THE CHILD'S NAME***, the name of the drug, the dosage, directions for administering and the physician's name.
- Non-Prescription Medication must be in the ***ORIGINAL CONTAINER LABELLED WITH THE CHILD'S NAME***, the name of the drug, the dosage, and directions for administering. We will not administer non-prescription medication more than three consecutive days or more than once a day.

A Medication Request Form must be completed and signed for The Playschool staff to administer any medication.

Documentation of Accidents/Incidents

Staff members will document accidents and incidents that leave a mark and occur at The Playschool using the Accident/Incident reporting feature in Procure. If the injury is serious, a parent needs to be contacted before pick-up.

Biting

Biting is a normal stage of development that is common among toddlers and can continue into the preschool years. It is something that most young children will try at least once.

When biting happens, our response will be to care for and help the child who was bitten first; then, we will help the child who bit learn a more appropriate behavior. Our focus will not be on punishment for biting, but on effective behaviors that address the specific reason for biting. Notes will be written to the family of the child who was bitten and to the family of the child who bit. We will collaborate with the families of each child to keep them informed and to develop strategies for change.

Allergies

A child with allergies must have an Allergy Action Plan posted in a visible location in the classroom. If the allergy is food-related, an Allergy Action Plan will also be posted in the kitchen area. All staff working in the classroom of children with allergies will review the Allergy Action Plan to ensure understanding of emergency procedures should the child have an allergic reaction. The Allergy Action Plan is kept in a designated emergency medical folder, stored confidentially in each classroom. Please notify the Director if your child has an allergy.

Special Health Care Needs

An Emergency Care Plan will be on file for any child or staff member with special health care needs (seizures, ongoing health concerns etc.). A copy of the Emergency Care Plan must be kept in the classroom emergency medical binder. All staff working in the classroom will familiarize themselves with this plan, should an emergency arise. If necessary, staff will receive training regarding a child's or staff member's specific health care needs as appropriate.

Peanut or Nut Allergy

Occasionally, we have students in our center with life-threatening allergies to peanuts and tree nuts. For some children, their allergy sensitivity is so severe that coming into contact with trace amounts of nuts through skin or airborne contact can lead to anaphylactic shock. In the most extreme cases, this can lead to respiratory difficulties and blockage of the airways that requires immediate medical treatment. When we have a diagnosed case of a peanut or tree nut allergy, we require parent support and cooperation; you will be notified via Procure and/or email that your child's classroom is a "nut free classroom." We ask you to please read food labels carefully, checking for peanut/nut ingredients prior to sending food to school. If you have caregivers who provide lunches or snacks for your kids, we encourage you to share this information

with them. We realize this request may require added planning and effort on your part when packaging your child's lunch and snacks, and we cannot thank you enough for your participation in our efforts to keep every child healthy and safe.

Medical Emergency

All personnel on site are certified in first aid and CPR. Most injuries that occur to children here only require an ice pack and plenty of TLC. Any injury will be documented in the Procure Parent App. Parents and the Mountain Park Safety Committee will request a copy of the report. Please note, on occasion, a child may receive a bump, bruise or bite that goes unnoticed by staff. We will try our best to prevent such occurrences. Please bring them to our attention when they do occur. If we feel that an injury requires evaluation by a medical professional, we will contact you right away. Should a life-threatening incident occur, first aid will be provided, an ambulance will be summoned, and a parent notified immediately.

Immunizations

Immunization Records State law requires that immunization records be current and appropriate. State law does allow for religious or medical exemption from immunization. Children will not be prohibited from participating in the program because of religious or medical exemptions as mandated by Oregon State law. For us to keep all records up to date and accurate, please let the front desk know when your child receives an immunization or a booster.

Alternate Care

Having back-up care is an integral part of attending any childcare center. If your child develops a fever or one of the excludable infections listed by the Health Department, or just feels so poorly that they cannot participate in our program, you will be asked to pick up your child. Sometimes a child is just having an off day and needs to be picked up. We understand that our calls may not come at the most opportune moment, but we ask that you understand that your child needs you or a familiar person when they are ill. Please plan for emergency care when your child begins a program.

Emergency Closures

On snowy or icy days, our staff will do their best to get here on time for their regular shifts. Sometimes ice and snow may cause a delay in opening The Playschool or on rare occasions not allow us to open. Please check your email, Procure Parent App, Website (<https://mtparkhoa.com>) or Facebook to get the latest information on The Playschool's weather closures.

Late Start

Our goal for Late Start mornings is to allow the staff to travel safely to The Playschool and ensure the building is warm and the lights are on. On these mornings, The Playschool will open at 10:00a.m.

Disaster Plan

On rare occasions, we may need to close The Playschool. If your child is in our care at the time, we will contact you as soon as possible. Below is the address of our temporary emergency shelter if our building should become uninhabitable during a day when children are present.

Mountain Park Clubhouse – 2 Mt Jefferson Terrace, Lake Oswego, OR 97035

Disasters can occur anytime and without warning. We have a disaster plan in place and have done our best to prepare in advance for the possibility of an earthquake or other serious natural disaster. We regularly conduct evacuation drills and verify that our emergency equipment is up to date and ready. The Playschool is committed to the safety and security of our students, staff, and visitors. We have worked diligently to develop systematic emergency preparedness measures to respond to everything from intruder alerts in the school to earthquake and fire emergencies. Mountain Park's safety committee has put in place safety plans and training programs that have strengthened the school's emergency response abilities. Some of our safety procedures include:

- Providing monthly emergency drills
- Providing on-the-go emergency kits in each classroom.
- Training all staff in CPR/First Aid and the use of a defibrillator.
- Maintaining an evacuation site for the school
- Improving protocols for signing children in and out of the school.

As always, parents play a crucial role in ensuring school safety. You can help maintain a safe environment for children by always signing them in and out of school at the front desk and by exiting out only through the front doors, by using extreme caution when pulling in and out of the parking lot, and by making sure the school has up to date contact information for use in an emergency.

Child Abuse Reporting

The safety and well-being of every child in our program is always our first concern. By law, all Playschool staff must report any suspicion or knowledge of child abuse to the state. Staff must follow the guidelines established by the state of Oregon when there is a concern that children in our care are being treated in an abusive manner by anyone including parents, staff, and family members. We take this responsibility very seriously,

as we are state mandated and ethically required to do so. Child Protective Services 24-hour Child Abuse Reporting 503-731-3100.

Visitors

All individuals who are visiting the school (i.e., someone who is not a parent or an authorized pick-up person; or staff member) is required to sign in at the office before entering the school. The visitor is then required to sign out before leaving the building. Parents and/or staff should notify the Director or Sub-director if expecting a visitor.

GENERAL POLICIES

Meals and Snacks

Mealtimes are a pleasant social and learning experience for children. Adults sit with the children during lunch to provide role models and encourage conversation. The Playschool will provide morning and afternoon snacks for the children. Families are required to provide a well-balanced lunch daily. Your child's lunch should contain . . .

- Food must be ready to eat (we will not be able to prepare or heat food). If food needs to remain chilled before eating, please make sure the lunch container is insulated and has an ice pack in it.
- **Label all food containers with your child's name.**
- Do not send desserts/treats in your child's lunch - The Playschool will provide them occasionally. If desserts/treats get sent in your child's lunch, expect a phone call for early child pick up :)
- Milk will be provided - please do not send a drink with lunch (except for your child's daily water bottle).
- If the following nutritional guidelines are not met, we will supplement your child's lunch. *A \$5 fee will be charged to your next month's billing statement when we need to supplement or provide a lunch.*

When planning our snack menu, the emphasis is on fresh fruits and vegetables, whole grain products, and other lower fat and low sugar options. We prepare as much of our menu as we can in our kitchen rather than using pre-packaged products.

Our school snack menu is emailed to parents weekly. Parents are encouraged to read it and plan accordingly. **We do not substitute for children's dislikes or allergies.** Parents must supplement our snacks with food from home.

Celebrations

Families enjoy celebrating birthdays here at The Playschool, and we want to ensure all children have a great time. We want each child to feel appreciated on his or her special day, so we work with each child and family to create a celebration that is age appropriate and inclusive. We are happy to help you celebrate your child's birthday in the classroom. If you wish to schedule a birthday celebration, please speak with your child's Teacher. Store bought food is allowed for treats, but parents may also bring a favorite book to share, and/or little goodie bags.

Holidays are an exciting time for children and many families have special celebrations. We talk about holidays and the different ways people celebrate but focus continues our "normal" activities. Our goal is to compliment family activities rather than compete with them. We recognize and respect the diversity of our families' beliefs and cultural backgrounds and encourage all children to share their traditions with us.

Nap and Rest Time

Sleep is [important for all of us](#) because it's a time for rest and recovery, allows our brains to form new pathways, and is a chance to replace chemicals and repair muscles. Because young children grow and develop so quickly, they need much more sleep—including daytime sleep—than adults.

Each child brings in their own naptime bedding for their assigned mat which could include a crib sheet, soft blanket, small pillow, and naptime buddy. Teachers help the children relax by turning down the lights, playing a calm story, playing soft music, talking softly, taking deep breaths, and helping them get comfortable.

Potty Training

Potty training can be approached in many ways. We thought it may be helpful for all of you to be aware of how we manage potty training here at The Playschool.

The first and perhaps one of the most important steps is to get your child familiar with the process so they know what to expect when their "time" comes. We do this by having the children who are interested come to the bathroom as a group to observe the routine. This helps them understand that the potty is not a scary thing. There are frequent cheers and applause heard coming from the bathroom here at school. We offer a lot of verbal praise and support as the children work on this skill.

When your child is staying dry more frequently, and is comfortable with the toilet, they are probably ready to start potty training. Many parents ask if they should bring in pull-ups, and we suggest going straight from diapers to underwear. We have found during our years of potty training that children learn what is going on with their body quicker if they can feel when they wet themselves. Yes, it will mean some puddles on the floor and possibly lots of wet clothes but hang in there...things will improve!

Another important part of toilet training is encouraging your child and helping them build their confidence and self-help skills. Help your child learn to pull up and down their own clothing. Here at school, we encourage the children to assist in changing themselves when an accident happens by removing their wet clothing and putting it in a bag, then learning to help get themselves dressed in dry clothing. This boosts their self-esteem by helping them feel responsible for their actions. Dressing your child in clothing that encourages ease in potty training plays a big part in the whole process. Onesies and pants with snaps and zippers can make things more difficult. We encourage elastic waistbands and shoes with Velcro fasteners during this time. If your child gets frustrated by trying to pull up pants that are too tight or put on shoes that do not slip on easily, they can become discouraged and see toilet training as a negative experience.

Please let us know if we can offer any support or words of encouragement for your routine at home. We want your child to succeed, and we appreciate all your support for our efforts here.

Toys from Home

Toys from home often get broken or lost, and sometimes are difficult for children to share. Please have your child leave toys at home or in the car. We also ask that you leave gum, candy, and money at home. If your child brings any of these items to school, the director will secure the item and return it at the end of the day.

Tuition

The Playschool is a self-supporting childcare center. Tuition charged to families is set at a rate, so our income offsets our monthly expenses. The cost of our program does not vary with individual daily absence or illness, so we do not make daily or hourly adjustments. There is no reduction in tuition for illness, holidays, pandemics or when The Playschool closes for inclement weather and annual maintenance.

Tuition is paid in advance. Statements are emailed by the first business day of each month. Payment is due by the tenth of the month. Payments not paid in full by the fifth will receive a \$30.00 service charge. Tuition payments not made by the last business day of the month may result in our discontinuing service to your family. Please contact the Mtn Park accounting department if you wish to make special arrangements for payment.

The Playschool will give one month's written notice to parents for any changes in fees, hours, or payment schedule.

There is a 10% tuition discount for the second (and each additional) child in a family. The child spending the greater amount of time in The Playschool pays the full rate, the other(s) receive the appropriate discount.

A \$25 charge will be incurred for returned checks.

A daily rate will be incurred for days not regularly scheduled.

Notification of Withdrawal

It is always sad to see a child leave our program but in the event that you need to withdraw your child, we require a minimum of two weeks' written notice. Fees will be assessed per our financial policies when less notice is provided.

Termination of Care

The Playschool reserves the right to ask parents to find alternative childcare arrangements for their child without prior notification for the safety and well-being of staff and/or program participants. Additionally, The Playschool reserves the right to make decisions not covered in this guide that are deemed necessary for the safety and welfare of all children and the program. Some reasons for termination might include:

- Non-payment or inconsistent payment of fees.
- Abusive parental behavior toward staff, children, or other parents.
- Program's inability to meet a child's or family's needs.
- A poor fit between program philosophy goals for children and parental expectations.
- Individuals who threaten the safety of other children and/or teachers due to behavioral concerns.

Addressing Your Concern

If you have any concerns about our program during your child's time with us, please:

- Speak with your child's classroom teacher.
- If your concerns are not resolved, please speak to the Playschool Director.
- The Executive Director is available to assist in working with families and teachers to resolve any issues.

Complaints - How to Report a Complaint to the Child Care Division

The Child Care Division develops day care requirements with the help of childcare providers, parents, educators, doctors, and experts in fire, safety, and sanitation. These rules are the result of the work of many people and groups and are designed to reflect what the citizens of Oregon consider reasonable and minimum for protecting the health, safety, and welfare of children in day care. As a childcare consumer, you have a responsibility to be sure that we are providing such an environment. Here is what to do if you wish to report a complaint:

Step 1 – Discuss your complaint with The Playschool Director. She will talk with you and try to work out a solution to your problem.

Step 2 – If you have a complaint that you cannot resolve with The Playschool Director, the next step is to telephone the Child Care Certification Specialist at the CCD (Clackamas County Branch). The specialist will collaborate with you and The Playschool Director to resolve the issue.