

**Old Mill Center
for
Children & Families**

**PRESCHOOL PARENT
HANDBOOK**



**2018-2019
School Year**

OLD MILL CENTER FOR CHILDREN AND FAMILIES

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**OLD MILL CENTER FOR CHILDREN AND FAMILIES
WHAT IS IT?**

Old Mill Center for Children and Families is a community-based, family-oriented center helping children and families of diverse background maximize their potential through specially designed education and therapy programs.

- Preschool providing a half-day program for a mixture of children 3-6 years of age with special needs and those who are typically developing;
- Counseling services: Therapy for families with children 3-18 years of age with individual and family work.
- Mental Health support groups such as: Child Safe: Sex abuse treatment for children and non-offending parent; Divorce group: support for children and parents experiencing divorce or separation; Kinship care: support for family members raising children; Grief group: support for children and families experiencing loss, etc.
- Intensive Treatment Services: A psychiatric day treatment program providing treatment for children (3-7) with emotional and behavioral problems and their families;
- Healthy Families of Benton County: Home visiting services for parents having newborns;
- Relief Nursery: Prevention and intervention services for families with children birth-six including parent support groups, therapeutic classrooms, home visiting, early childhood mental health, resource and referral and a resource closet.

We have a Board of Directors; these people from the community volunteer to oversee the operations of the agency.

The Board Members for 2018-2019 are:

George Cuniff, Chair
Tatiana Dierwechter, Vice Chair
Jim Starker, Treasurer
Yazmin Brambila, Secretary
Katie Chambers
Jerry Duerksen
Bronwyn Evans
Cyrel Gable
Nick Hurley
Sid Lasswell
Lindsay Malachowski
Tammy Morrison
Dale Ramsay
Maddie Thompson

Bettina Schempf, Executive Director

OLD MILL CENTER FOR CHILDREN AND FAMILIES PRESCHOOL STAFF LIST

Bettina Schempf, BS, MBA Executive Director is Old Mill Center for Children and Families Executive Director. This is her 5th year in the role.

Jill Irwin, M.S. is the Operational Manager. She provides direct supervision and support to the Lead Teacher. Jill has a University of Oregon master's degree in Special Education. She has been at Old Mill for 12 years.

Cindy Bond, M.S., is the Licensing Director and has been at Old Mill over 19 years.

Donna Brown, B.S. is the Lead Teacher in the Community Preschool Program. She graduated from Oregon State University with a Bachelor's Degree in Early Education. Donna has been a part of the program for 12 years.

Azka Ahmad, B.A, is the Assistant Teacher in the Community Preschool Program. She has a Bachelor's in English. This is her 2 year teaching in our program.

Larissa Lleras, B.S, is the Assistant Teacher in the Community Preschool Program. She graduated from the University of Oregon with a bachelor's degree in Education Foundations. She began working for Old Mill Center in 2018.

FEES AND SERVICES

Old Mill Center for Children and Families provides programs and services for a unique blend of children's needs. Therefore, OMCCF staff members have professional training, expertise and experience aimed at meeting diverse needs of young children and families. The services of these specialized staff members are available to families on fees that may be covered through personal payment or special agency payment. Additional scholarship assistance may also be available to families.

COMMUNITY PRESCHOOL CLASSROOM

Tuition for this program is determined by number of days attended and therefore individually determined with each parent. Tuition includes:

- Child's attendance in the classroom even on sick days/vacation days.
- Screening of child's skill development.
- Home visits once a year to discuss child from parent/family perspective (ASQ)—a chance to get to know each other better per parent request.
- Child's participation in 2nd Step Violence prevention curriculum during the year.
- Child's participation in Handwriting without Tears curriculum during the year.
- Parent education through special events, handouts and home visits as requested.
- Staff/parent conferences regarding child progress two times annually or as requested by parents.
- Special events as scheduled throughout the year.
- Community field trips

TUITION PAYMENTS

Tuition is due on the 5th of each month. Tuition will be considered late on or after the 6th of the month. A \$5.00 late fee will be applied to any payment made on or after the 6th. In addition, if tuition is not paid in full by the 15th of the month without arrangements made, your child will be unable to continue in preschool until tuition is paid in full. There is a credit card fee of \$3 per day/month.

It is the parents' responsibility to notify the program manager of any changes in financial status.

OTHER GROUPS/CLASSES

Please check the front desk for a complete list of current groups and classes.

Old Mill is committed to providing diverse, comprehensive services to children and families in order to best address unique needs. We will always attempt to ensure that lack of financial resources does not prevent the provision of needed services.

OMC staff can assist you in referral to counseling services if needed. We will work with you to determine if we accept your insurance. You have to let us know what your needs are throughout the year.

PROGRAM PHILOSOPHY

What We Believe: We believe that a strong philosophical base must underlie the goals, objectives and services developed to meet the needs of children and their families. Our goal is to serve the educational, physical, and social/affective needs of children, ages 3-6, both those with special needs and their typically developing peers in a preschool environment. OMCCF services are based on beliefs we hold about children and the way in which they develop.

We believe that children need to be viewed as "whole" individuals. By "whole", we mean that a child's total needs should be considered; a child's development cannot be segmented. What affects one aspect of the child's development will also affect other aspects. Therefore, our program incorporates experiential instruction to assist equally the development of cognitive, language, affective/social, play skills and fine and gross motor skills.

We also believe that each child is unique. The strengths and weaknesses of one child are not the same as those of another child. Various aspects of development are integrated in different ways for each child. It is therefore necessary to develop services which are sufficiently diverse to meet each child's individual needs. Individual Family Service Plans (I.F.S.P.'s), developmental objective of curriculum activities and the diverse and specialized training of OMCCF staff assist in meeting each child's unique needs.

When developing curriculum, instructional techniques and ancillary services, we incorporated our belief that **children continuously seek to become the best of what they are.** Children want to learn and to create. They want to achieve to their highest level and are excited by their own accomplishments. It is therefore essential that the learning environment provide situations, activities and interactions which challenge each child. We seek to provide a supportive, caring environment which frees children to experiment, to take risks and to create with the assurance that they will be accepted and successful.

If children are to learn to experiment, to take risks, to create, to explore and to problem solve, we believe that they must be provided materials in a noncompetitive and non-judgmental setting which encourages the child to be an active participant. Children are provided activities and experiences which encourage the use of all of their senses. We have designed a program model which is experiential in nature so that children and adults are continuously interacting with each other and with material in their environment. **We believe children learn best when they are**

actively involved with their world through their experiences. Children learn that they have the ability to change, create and modify their world.

Our experientially based model encompasses the belief that **children act upon, as well as react to the people and experiences they encounter in their lives.** Children seek to understand the feelings and thoughts of other children and adults. Our program encourages recognition, acknowledgment and verbalization of feelings of the children themselves and others.

Basic to healthy growth in children is a safe and secure environment. The adults and the other children in their lives must provide support and acceptance as children try new ways of doing and saying things. This safe, secure environment must include limits and reasonable rationale for what is allowed and not allowed. Love, security and limits are best provided in an environment devoid of physical and psychological harm.

The OMCCF philosophy proposes that **children must be seen as part of their home and family environment.** A child's first exposure to the world is through relationships encountered within the family. The child's relationships with family will continue long after our relationship with the child has concluded. Parents and siblings must be regarded as major partners in the facilitation of the child's growth. Therefore, OMCCF involves parents in numerous ways--assisting in the classroom, providing snacks, going on field trips, assisting in I.F.S.P. development, attending informational seminars, etc.

Children must be viewed as a part of the larger community. Social experiences at home and school will lay the foundation for children's later participation in society. We thus plan community experiences, outside the classroom, which expose children to a larger social environment. This also assists the community in understanding the problems and potentials of special needs individuals.

Children, like adults, are complex and unique. The "they're just kids" idea is just not true. Children are feeling, thinking acting and reacting individuals. Children respond in their own unique manner and thus deserve to be considered, respected and treated as the unique persons they are. Only if they are provided growth experiences with people and objects, communicated with and cared about, can we expect them to develop into the kind, considerate, self assured, capable adults we hope they will become.

We believe that children do well if they can. We utilize the Collaborative Problem Solving intervention strategies in help children learn emotional regulation, communication skills, social skills, executive function skills and flexibility. We also believe that parents do well if they can.

PARENT EDUCATION PHILOSOPHY

Old Mill Center for Children and Families believes that parents are a critical factor in any educational program for young children. The most significant and long-term effects of educational and intervention programs are most often realized when the entire family is targeted for program services. The following statements and their descriptions represent the foundation upon which Old Mill Center has developed its Parent Education and Support Programs.

We believe that parents are people first. The role of parent is only one among many roles assumed by parents. In fact, for most parents of preschool children enrolled at Old Mill, it is a relatively new role. We must, therefore, recognize that parents assume other significant roles in their lives. These roles may include husbands, wives, mothers, fathers, employers, employees, sons, daughters, relatives and friends. The values, pressures and

priorities of these many roles may be in conflict with one another, creating difficulties for parents to function as parents. On the other hand, they may be harmoniously integrated with each other, supporting and enhancing their role as parents.

Parents today have a wide range of personal interests and meaningful responsibilities that they assume. Integrating all of these roles in some harmonious pattern may at times be difficult to achieve. Therefore, in order to assist parents in effectively undertaking their roles as parents and as persons, it is essential that staff of Old Mill be aware of the myriad of roles that parents undertake.

We believe that parents want to be good parents and do well if they can. On the basis of interacting with parents over the years, staff at Old Mill Center has come to believe that every parent wants to be a good parent for their children. They want to raise their children in a way that will lead them toward becoming happy, healthy and well-adjusted human beings, who are productive, contributing members of society. However, the multitude of strains and stresses encountered in their lives may lead them to use coping strategies which competes with their roles as effective parents. It is important, therefore, that Old Mill programs, support parents in their endeavors at becoming the best parents they can become.

We believe that parents are often the products of their own parenting backgrounds. Parents bring to their own parenting experiences the values, responses and methods they learned from their own parents. These values, responses and methods are often deeply ingrained within their personalities. Some of them are positive, and are effective in enhancing their own and their child's development, while others point to needs that require serious attention, due to their negative consequences for themselves as well as their children. It is essential, therefore, that the unique strengths and needs of parents which result from their own family backgrounds be recognized by Old Mill staff in designing parent education and support programs.

We believe that parents may need education and support to grow as people and as parents. The strengths, needs and desires of parents must be assessed before effective educational and support programs can be provided for them. Without such assessment, services offered may likely be ineffective in facilitating the development of skills necessary to become competent persons and parents. Education and support programs for parents at Old Mill, therefore, must conscientiously develop programs based on the unique strengths and needs of parents, in order to help them grow into competent people and effective parents.

We believe that parents learn and grow best in a safe and supportive environment. Parents develop best in an environment that accepts them for who they are. They learn best when their own needs for support and love are met. Therefore, staff at Old Mill work to establish a warm and caring environment in which parents can comfortably discuss their fears, frustrations, angers and guilt, as well as joys, delights, loves and excitements in an open and trusting manner.

We believe that parents should be respected and responsible participants in their own and their child's educational process. Parents are most likely to be open to change and instruction when they know that their own ideas and concerns are heard and taken into account. The most successful and satisfying growth experiences encountered by parents are those which come from within the parents themselves. At Old Mill, parents are provided with an atmosphere of acceptance and respect, in which they are able to make decisions, reflect upon concerns, and problem solve a variety of personal and parenting problems.

Because parents are so important in the lives of children, Old Mill Center believes that an intervention program which provides parent education and support is essential for the well-being of the child and the entire family. As parents learn a variety of skills, and experience support for their own needs and concerns, they gradually develop into stronger and more positive influences in their children's lives.

ARE THESE AMONG YOUR GOALS FOR YOUR CHILD'S PRESCHOOL PROGRAM?

These are the primary goals which underlie the OMCCF preschool education and care programs. In order to most effectively work together, staff and parents must share these goals.

1. That both children with special needs and children who are typically developing learn and develop in a preschool setting.
2. That parents be actively involved in their child's educational process because parents provide the most effective and long term impact on their children.
3. That children with special-needs and non special-needs will learn most effectively when actively involved with materials and people that are significant and self-motivating to children.
4. That staff and parents will work as a team to share information about children, program, family needs, etc.
5. That written information will be maintained to track children's progress, determine needed changes and to involve parents and others in the education and care process.
6. That services for children and families be coordinated with other agencies to insure the positive results of intervention.
7. That children be given experiences in a variety of domains and through a variety of modalities so they can integrate new learning into old learning and generalize learning meaningfully through new settings.

These are our goals. If they are your goals. . . you are indeed in the right place!

IMPORTANT THINGS TO KNOW

YEARLY CALENDAR: A calendar will be given to you when your child enters the program. This should assist you in planning family holidays, etc. We expect children to be in attendance each day of the program. **If your child will be absent, please call OMCCF)and/or the Bus Company (children receiving Early Intervention services), which provides your child's transportation.**

WEATHER: OMCCF will follow Corvallis School closures due to ice or snow. During winter months listen to the local radio stations or local TV news for announcements of closures. Look up Corvallis School District 509J website for support as well.

ILLNESSES: Sick children cannot be good students. **Please keep your sick child home.** They should not be at OMCCF until **24 hours** after experiencing a fever or vomiting. If your child becomes ill while at OMCCF, you will be called to take them home. If someone at OMCCF has a highly communicable disease, you will be informed. If your child needs to receive a medication while at OMCCF, you will need to fill out a medication permission form in order for us to give the medication, and it must come in its original container. Parents, not children, should bring any medication to OMCCF. Talk with your child's teacher about medicines your child takes. (Refer to medication policy below.)

MEDICATION POLICY: Prescription and Non-Prescription

Medication brought into the center for distribution to an enrolled child must be in the original prescription container with an attached label stating

- child's name
- name of the medication,
- dosage,
- schedule to be given,
- the doctor's name (if applicable).

In addition, when sending non-prescription items (aspirin, etc.) only a small amount in the original container should be sent. An OMCCF Medication Form (dated and signed) and directions for administering must accompany the container. If original container for non-prescription item is impossible to send, parents should send the non-prescription medication in a container that will protect the medication from spillage or crushing, continuing to follow the above guidelines regarding a note and directions. Medications will be kept in a locked box. Unless your child is extremely sensitive and needs repeated covering, please put sun block on before coming to school. Sunscreen (SPF 15 and above) may be administered with permission at school (part of the enrollment form.)

CLOTHING: Please see that your child comes in clothing **appropriate for school and suited for the weather.**

During the summer program, keep in mind the weather can be quite hot and we do have outdoor water play.

During the year we have recess periods daily, so your child will need a warm jacket, boots, gloves, hat, etc. in the winter. A preschooler's job is to explore, to move, to grow and develop. We suggest sending children in outfits in which they do not have to be concerned about "getting dirty".

DRUGS, ALCOHOL AND TOBACCO: Children, staff, parents, etc., are not permitted to use illegal substances or alcohol, or be under the influence of such while at OMCCF. Smoking is not permitted in OMCCF. It is illegal for children to possess tobacco products.

COSTUMES AND TOYS: Please keep your child's toys and costumes at home. Bringing them to school can result in social problems and breakage. Items that find their way into the classroom should be left in cubbies and taken home at the end of the day. Please talk to the teachers about comfort items needed for your child.

DANGEROUS ITEMS: Please do not let your child bring dangerous items to OMCCF. Such items include weapons, guns, knives, tools, matches, or clubs. It is most important that each child feel safe at OMCCF. They cannot make good choices while frightened or intimidated. Dangerous items will be taken from children and returned to the parent/guardian or to the appropriate authorities.

MONEY: Children are not to bring money to OMCCF. They have no need for it, and it can easily be lost or stolen.

SAFETY: OMCCF makes every effort to keep your child safe while at school. We provide staff to supervise students and extra staff are available in more difficult settings. We provide a HIGH staff to child ratio. **Children are never left alone.** Teachers monitor children by sight and through direct interactions. Children will never be left alone with a volunteer or intern. Accidents can happen and children occasionally get hurt while engaged in activities. We are trained in first aid and will try to contact you if medical care is needed. Staff will fill out an accident/injury report for any injury that occurs that we observe or are told about. It is therefore important that you give staff any changes in emergency telephone numbers.

ALLERGIES/FOOD: Snack is served in the preschool program. Please inform the staff of any allergies, food or otherwise special considerations your child has. Snacks served at the designated times, however, special arrangements will be made to accommodate medical needs. Food for special occasions, such as birthday celebrations must be commercially purchased as per NAEYC standards.

GRIEVANCE PROCEDURE: At OMCCF we attempt to be fair with parents and children in all circumstances. If there is a time you feel you or your child is being treated unfairly, or if you have a concern, you have the right to get it straightened out. We recommend first talking to the teacher; then program manager. Grievances may be filed.

ABUSE OR NEGLECT: Oregon State law requires that OMCCF staff file a report when there is reasonable cause to believe that a child has been abused or neglected (mandatory reporters.) The report is filed with Child Welfare Division of the Department of Human Services who is responsible to investigate the situation. Note: We are not allowed to investigate situations ourselves—that is DHS's responsibility.

VISITORS AND VOLUNTEERS: All visitors are scheduled and accompanied by staff. College students and other professionals may visit OMCCF to learn about the program. Special community volunteers and interns help us keep programs high quality, warm and caring. They are trained in confidentiality. Only information necessary to successfully work with each child will be shared.

ARRIVAL AND DEPARTURE: The staff at OMCCF requests that **you bring your child no earlier than the program starting time or no later than 8:45 unless arranged with the teacher.** Try to bring your child by this time so she/he can start his day with the group. All children must be brought into the center accompanied by an adult. **Please sign in and out each time you drop off and pick up your child.** It is also important to remain with your child until he or she has been accepted by a paid staff member. Young children may **not** be left in the car during drop-off or pick-up, no matter how brief a time is anticipated. **(Arrangements may be made with the teacher if you are responsible for other children and have them in your car at this time.)**

It is essential that you **pick up your child on time.** This respects the teacher's planning time, personal schedule and ensures your child has appropriate activities and supervision while at OMCCF. Remember, lingering goodbyes to parents in the morning and delayed good byes to peers at the end of the day are actually more difficult for the children once their routine is established.

In the event that you or the individuals on the emergency form are unreachable by 5:30 PM, the center's staff is required to contact the management team and the Corvallis Police Department.

ACCESS TO POLICIES: Only the most relevant agency policies are included in the Parent Handbook. A more complete version can be viewed. Please ask the program manager if you'd like to do this.

CONVERSATION WITH STAFF: The OMCCF staff wishes to be accessible to parents, however, please refrain from long conversations during classroom hours. This is an important time for focusing on the children and their needs. Please call or make an appointment for a more flexible time.

OBSERVATION ROOMS: Parents have diverse responses to these rooms. With this in mind our policy allows parents to use the room with appropriate orientation and debriefing. If you wish to use this room please notify Administration and they will help make arrangements with the program manager or teachers for you to observe.

TOILETING: Children come to OMCCF with a variety of skills and needs. Parents are requested to share with the teacher their child's toileting considerations and fill out the appropriate information form before school starts.

MEAL TIMES: Meal times at Old Mill Center are designed to be a time for children and staff to connect and to work on self-help and communication skills. Snack is served family-style. Staff sits with the children during meal time, modeling the skills they want children to learn. Children must remain seated while eating to prevent choking. Uneaten snack on plates will be discarded.

GENERAL GUIDELINES FOR SICK CHILDREN

1. Some signs which can mean a child is ill:
 - A. General fussiness or crying that is unusual.
 - B. Flushed (red) face, hot, dry skin or unusual paleness (white, gray, or green look), or coldness.
 - C. Drowsiness in a usually active child, restless sleep.
 - D. Unexpected sweating, damp skin.
 - E. Watery or glassy appearance of eyes.
 - F. Runny nose, sneezing, coughing.
 - G. Hoarse or husky voice or cry.
 - H. Loss of appetite.
 - I. Nausea, vomiting, diarrhea.
 - J. Rash, bumps or breaking out of skin.
 - K. Pain in ear, head, chest, stomach, abdomen or joints. A young child may hold affected area or try to protect the area.
 - L. Seizures or convulsions during which a child stiffens or twitches.

2. If any of the following occur, the child should not come to school, or should be sent home: (Keep a phone number where a parent can be reached)
 - A. Temperature elevation over 100.5F Ear/digital:
Fever can be the first sign of an ill child.
A child's fever should be gone for 24 hours before returning to day care.

 - B. Diarrhea:
If stools are frequent and liquid (usually more than two a day) the child should be sent home for evaluation of cause, as there is a risk of spreading illness to the other children. One loose stool

should not be considered diarrhea. If a child has frequent bouts of diarrhea a doctor should check for possible allergies or illness.

C. Vomiting:

Vomiting is the sudden, forceful, throwing-up of a feeding or water. This is different from "spitting up" which infants often do after feeding. Observe the child for other problems such as fever or diarrhea. If a child vomits, stop all food and liquid for 2-3 hours. If vomiting persists and / or other problems exist, the child should be sent home.

D. Rashes and skin conditions:

Children may get heat rashes, allergy rashes, etc., and these are no problem to other children. Most rashes that can spread disease to other children have a fever first. Anytime there is a rash with fever the child should see a doctor. If there is no fever, discuss possible source with parent. If there is a concern that the child may be ill with an infectious disease, exclude from day care until seen by a doctor.

CAREGIVERS MUST NOT TRY TO DIAGNOSE RASHES AND SKIN CONDITIONS AS THEY CAN BE THE SYMPTOM OF VERY SERIOUS ILLNESS SUCH AS MENINGITIS AND MEASLES. THESE ARE EASILY SPREAD TO OTHER CHILDREN AND CAN LEAD TO DEATH.

DISEASES REQUIRING EXCLUSION FROM DAYCARE

1. Chickenpox
2. Conjunctivitis or "pink eye" - may attend if under treatment and on antibiotics for 24 hours.
3. Infectious hepatitis
4. Impetigo- may attend if under treatment
5. Measles and Rubella (German measles)
6. Mumps
7. Head lice or body lice - may attend if child has been treated with appropriate medicated shampoo, and all nits removed.
8. Ringworm - may attend if under treatment
9. Salmonella
10. Shingella
11. "Staph" (staphylococcus)
12. Streptococcal diseases
 - a. Scarlet fever
 - b. "Strep" sore-throat
13. Scabies - may attend if child has been treated
14. Tuberculosis - active, untreated
15. Ecoli 0157h7
16. Hepatitis A
17. Noro Virus

OLD MILL CENTER'S COMMITMENT TO FAMILIES

OMCCF is a family-oriented program. Old Mill Center is here to serve not only your preschool but also needs of your active family. Therefore, we are committed to providing a variety of support and information services to you. We will:

- Include you in conferences where decisions, options and progress related to your child can be discussed.
- Meet your child's education and care needs through the classroom, including the special expertise of our registered occupational therapist and counselors.
- Maintain regular contact relating your child's experience at school through progress notes and newsletters.
- Provide information regarding child development and parenting skills of interest to you.
- Provide supplemental home activities to help meet your child's developmental needs as needed.
- Take your input into consideration during program planning
- Offer a wide range of support services to meet the unique needs of each OMCCF Family:
 - 1) parent support groups for parents
 - 2) individual and family counseling
 - 3) play therapy for children
 - 4) self esteem groups for children
 - 5) groups for children of divorce
 - 6) co-parenting workshop for divorced parents

All staff members are:

- Here to meet your child's education and care needs through the school program and help you access mental health or speech therapy services and other community resources as appropriate.
- Always available to hear your ideas, thoughts, suggestions and concerns.

PARENT JOB DESCRIPTIONS

We invite parents to help be a part of the classroom, its running and maintenance. The following is a list of possibilities for helping. If you have skills you'd like to share, please let us know.

EQUIPMENT REPAIR: Upkeep of equipment in school and the outdoor play area. Teachers will notify you as things break, but you could inquire too!

FIELD TRIPS: Driving your child to and from field trips throughout the year.

OUTSIDE PLAY AREA UPKEEP: Sweep and straighten equipment. Gardeners are invited to help with the yard work. Can be creative and make changes in play area.

CLASSROOM PHOTOGRAPHERS: Willing to use a digital camera to take pictures during the course of the day or for special events—send them to the lead teacher for use in end-of-year experience books.

CUT-OUTS: Check with the teacher about these projects. They include a variety of hand projects to do in front of the TV or relaxing in the evening.

PUBLIC LIBRARY BOOKS: Choose books from the public library to match the themes in the classroom. Be responsible for delivery and return of books. Consult with children's librarians or browse the shelves on your own. You may use Old Mill Center's account for these books.

SCHOLASTIC BOOKFAIR: Help set up and take down tables and displays for our annual book fair (usually the beginning of November/April.)

PLAYDOUGH: Making playdough. Staff will provide you with a great recipe. It's easy and fun to make at home with your family.

FUND RAISING EVENTS: Throughout the year there will be opportunities to help plan and work at our various fundraising events that help support programs and scholarships.

OMC COMMITTEES/BOARD: There are opportunities for parents to have leadership roles within the organization. Please see program manager for more information.

PARENT'S RIGHTS

The following is a list of your rights according to federal and state rules and regulations (45 CFR 121a.511, ORS 343.163, ORS 343.173 and OAR 581-15-075). The intent of these rules and regulations is to keep you fully informed concerning decisions about your child, as well as your rights should you disagree with the decision. An explanation of rights is available at Linn-Benton, ESD or your local school district office.

1. Right to inspect and review your child's records
2. Right to obtain an independent evaluation
3. Right to refuse consent for pre-placement evaluation
4. Right to refuse consent for initial placement of your child in a program providing special education and related services
5. Right to request that your child's records be changed
6. Right to refuse consent for the use of your child's record
7. Right to ask for an impartial due process hearing
8. Right to request a list of the of the types and locations of educational records collected, maintained, or used by the school district
9. Right to request the destruction of your child's records

CHILDREN'S RIGHTS

Sometimes, because most adults have strong beliefs and feelings about the care of children, we can forget that children have rights too. A child has the right to a committed environment (home, community, OMCCF) regardless of their response to it. A committed environment takes the following form:

1. Basic nutrition
2. Basic clothing
3. Basic shelter
4. Basic hygiene
5. Sensitivity and concern for feelings
6. Supervision - protection from harm
7. Affection
8. Attention
9. Fun, happiness, joy
10. Opportunities for learning; academically socially, inter-personally
11. Information
12. Predictable and consistent environment
13. Individuality
14. Dignity
15. To BE: to experience success and failure in learning limits of strengths and abilities
16. Experience failure without severe environmental reaction
17. Privacy
18. To reasonable decision making on issues directly affecting them
19. To be heard
20. Choice of personal address when age appropriate

DAILY CLASSROOM SCHEDULE

Our classrooms are designed to provide all children with the opportunity to develop a strong base of pre-academic, physical and social skills in a supportive, enjoyable and developmentally appropriate environment.

The daily classroom schedule is adhered to consistently to assist children in developing concepts of time and routine. It provides the security of knowing what comes next and what choices are available.

The daily schedule is designed to provide both an optimum learning sequence and environment. We have attempted to alternate experiential and structured learning time, time for small and large groups and quiet and active times. Some children may also receive structured individual programming with the speech therapist or counselor.

Arrival of Children/Choice Activities

Most children are dropped off and picked up by a parent. **We require parents to come into the school with their children and sign them in/out.** This allows for daily contact between staff and parents, which helps develop open communication and trust. Staff, interns and volunteers greet parents and children, help with coats, and insure a warm, friendly beginning and ending to each child's school day. Activities will be placed around the classroom. After washing their hands, they are able to choose an area in which they would like to work. Parents have the choice of saying good-bye to their child at their cubby or joining them in either a story or another activity that the child has chosen. The activities that have been selected focus on the socialization of children. Each week the children can choose the area in which they are most interested in exploring. Areas such as dramatic play, blocks, art and sensory table or books with a friend are some examples of these activities. Each activity is chosen to accommodate the developmental level of each child.

Meal Time

Snack is served family style. After washing their hands, children seat themselves at assigned places. Adults sit with small groups of children enabling them to model social, self help and language use. Each child discards his/her own napkin and cup at the end of the meal, thus encouraging the ideas of being responsible for one's own "mess"! Children are encouraged and assisted in making responsible food choices. Snacks help develop a sense of responsibility and confidence in the area of self-help skills. Activities such as pouring, spreading and using utensils are emphasized. Children also learn about proper nutrition and about a variety of foods, textures and tastes. Snacks serve as a motivator for most children and this is an excellent activity for language stimulation. The semantic skills of object permanence, disappearance, recurrence and pragmatic skills of labeling, asking and answering questions are all essential language skills which are easily elicited at snack time.

Parents will receive a copy of the two-week rotating calendar at the beginning of the year and as snack is changed. Specific daily snack is noted outside the classroom and agency kitchen. **Cheese, fresh fruits & vegetables, juice, crackers, yogurt, and whole grain crackers are samples of some of the snack foods used. Note: We follow USDA food guidelines.** Sugar is avoided. **Please be sure to let us know if your child has any food allergies,** so we can make any substitutions if necessary.

Celebrations

If a parent wishes to provide a special treat or snack in recognition of his/her child's birthday or other special day he/she is welcome to do so. NAEYC accreditation guidelines require these snacks to be purchased at a grocery store or commercial bakery. However, due to the possibility of allergies, non-food items, such as stickers would also be appropriate. Please make prior arrangements with your child's teacher.

Circle Time

Children, staff, and volunteers come together to greet each person present and learn one another's names. The activities for the day are discussed, and any special rules or procedures are shared. During this time children learn to participate cooperatively in large group activities. Cooperation, turn taking, leadership, creativity and imagination are emphasized. Each child has the opportunity to experience being a performer as well as part of an audience, and the opportunity to feel part of a group. Circle time activities include: Music, songs, CD's, puppets, musical instruments, dramatic play, stories, obstacle courses, nursery rhymes, instruction for specific and activities such as field trips or other large group projects. Guest presentations such as a dentist on tooth care or a firefighter on fire prevention may also occur at this time.

Classroom adults will attend circle so they can provide laps and support for children who still need assistance attending to and participating in songs, finger plays, etc., and modeling good listening skills.

Station Time

Children participate in station time to develop skills in the areas of language, cognition, and fine and gross motor. We use a curriculum written and published by Old Mill called PICNIC--Preschool Interactive Curriculum for the Natural Integration of Children. A non-structured activity may also be available for children who finish activities early. Activities are constructed around a weekly theme and are designed to assist children in developing skills outlined in our curriculum. Additional resources are utilized in developing an early childhood program that supports our philosophy. Activities are also intended to assist children in affective/social development; an important overriding goal of our program philosophy. These stations provide many opportunities for adults and peers to model language, problem-solving, sharing, turn taking and playing cooperatively. During this time, staff and/or assistants may also work individually or in small groups with children on speech, language, or other developmental areas. Children's individual skills and needs are considered when planning and implementing station time activities.

Typically, three to four children participate in an activity center at one time. Each activity is facilitated by an adult--a staff member, volunteer, intern or parent provides assistance, as needed, for doing planned activities. When children are grouped, the goal of integration is considered. Some children need to have a quiet, more focused and structured activity to end their day, while others may be better doing gross motor activities, finger painting, etc. Sometimes a child is having a hard day and may need to be with an adult who is able to give the child a special hug or smile needed to change the course and tone of his/her day. It is very important that the teachers and other adults are perceptive to the mood and needs of each child. Data is taken and this information shared in progress notes.

Supervised Outside Activities

Outdoor and indoor movement activities are emphasized for children. We are outside rain or shine. These activities enhance body awareness, balance, temporality, spatial awareness, fine and large motor control and eye/hand coordination to develop total body coordination and self confidence. Climbing, running, jumping, sliding, rolling, tricycles, ball throwing catching, swinging and balance beam experiences are included as skill development activities.

This time is generally child directed. Our outside area includes bikes/trikes, balls, climbing structures, dramatic play, circle cycle, play houses, swings and a sandbox. If a child needs to develop ball skills, climbing skills, or pedaling skills, staff members may encourage and assist the child in such involvement.

CLASSROOM MANAGEMENT

The philosophy of classroom management at OMCCF is based on respecting the dignity and worth of each individual. We try to teach appropriate ways to express anger and other feelings and use encouragement and structure to prevent inappropriate behavior in the classroom. We do not believe in punishment but work with children to assist them to accept the responsibility for and consequences of their actions.

When working with children, here are some methods you can employ to promote positive interactions, safety, learning and fun:

- Make clear, simple statement of what you want to child to do:

Best to say...

"Paint on the paper"

Instead of...

"Don't paint on the table"

- Use a calm, pleasant tone of voice.
- Show enthusiasm for the activity at hand.
- Use humor and playfulness to keep things positive. For example: if children are wiggly, talking at once and not listening to instructions, make a game of having them touch their nose, touch their ears, look at the ceiling, etc., to focus them. Or, if a child does not wish to participate, create a silly situation to get them involved like "we better get this play dough put away before a big, hungry giant comes and eats it".

- Describe positive behaviors you see: "I really like the way Suzie is sharing her blocks with Bill".

- When giving directions, use the child's name, then give a clear, action oriented direction.

Best to say...

"Bob, hold on tight"

Instead of...

"You might fall off, Bob, so be sure to hold onto to swing tightly with both hands".

- Give directions one at a time.
- Ask one question at a time.
- When possible, give choices. "Would you like red paper or blue paper".
- Make it clear when there is no choice.

Best to say...

"It is time to get on the Bus

Instead of...

"Would you like to get on the bus?"

- Use encouraging, rather than praising language.

Best to say...

"You look like you're really having fun with those paints"

or

"That is a really tall tower you are painting"

Instead of...

"That is a good building"

or

"You are a good boy"

If a child continues to have difficulty following directions, here are some further alternatives.

- Describe the child's feelings and set limit on the behavior:

"I can see you are angry--you don't like having to share the crayons. You need to use your words, not your body, to show you are mad".

- Give choices:

"You can continue to draw your picture. Sit here with us and share the crayons, or you can put your picture away. You can stand up by yourself, or I will help you stand up".

- Problem solving:

"There is one blue trike and two kids that want to use it. What can we do so both kids get a turn?"

- Try again:

If a child grabs a toy from someone else, take the toy from the child and have them practice asking for what they want rather than grabbing.

TRY: REMINDER, WARNING AND CONSEQUENCE: REMEMBER: Children do well if they can!

1. Remind child of the rule ("There is no playing at the snack table.)
2. Provide the child a warning about the behavior and what will happen if the behavior occurs again ("This is your warning. There is no playing at the snack table. If you play again, you will be done—you will clear your place and put your dishes away.")
3. Consequence: If the behavior occurs again, follow through, kindly, but no extra chances. Remind child he has had a reminder, warning, and now you are carrying out the consequence.

TAKING A BREAK: The need to take a break to gain composure at OMCCF is not regarded as punishment. Breaks are merely a chance for children to calm down, think about what has been happening and be assisted to make more appropriate behavior choices. Procedure for taking a break is:

1. Child has been unable to respond to other methods of redirection.
2. Let child know that next time she/he needs reminder she/he will have to take some time to calm down.
3. State why you are asking the child to take a break: "Hitting other kids is not OK. You need to calm your body and think about what happened".
4. Wait for several minutes (usually 1 minute per age of the child), and then go ask child if she/he is calm and ready to talk. This can take as long as is necessary. Then discuss what happened and what can be done differently the next time.

SAFETY PRECAUTIONS

Parents and staff are responsible for every child while in attendance at Old Mill Center. Plans should include the following precautions:

1. Emergency phone numbers for each child are kept in a folder by the phone in each classroom, in an emergency file in the office and in the child's file.
2. Exits must be kept clear at all times. They should not be obstructed. Remember, windows can also be used in an emergency. Study the evacuation plan.
3. For emergencies such as fire, it is important to remain calm and remove children from the building as quickly as possible using the closest exit doors, or windows, if needed. We practice fire drills monthly.
4. The location of fire extinguishers should be noted by all adults. Ask teachers to show their placement throughout the building.
5. The alarm located in the lobby will be used to alert the group to immediate danger such as a fire.
6. A well-stocked first-aid kit is available in each classroom.
7. Any accident, no matter how slight, should be reported to the teacher. Accident reports will be completed.
8. Smoking in the building or while working with children is prohibited.
9. There should be at least two adults present at all times with the whole group in case an emergency should arise.
10. Show children how to safely use equipment. An adult should be near, ready to give help and encouragement whenever slides, swings, and climbing apparatus are in use. Carpentry tools are used only with adult supervision.
11. Prevent misuse of equipment. Blocks are to build with, and not to use as weapons. Sand should not be thrown. Appropriate use of trikes/bikes wagons and scooters should be encouraged at all times (helmets for 2-wheelers & scooters.) No crashing. Scissors should be used with appropriate materials and under supervision. Sticks and other sharp pointed objects should be put way out of reach of the children. Playing with guns or using objects to represent guns is prohibited, except in supervised individual play therapy.
12. Be alert and watch the children at all time. Know the number of children present each day. Count heads prior to leaving the building and when returning.
13. Be alert to signs of illness, fatigue, or listless play. If you see such signs, notify a staff member immediately.
14. Classrooms also participate in alternate drills monthly, for example, lock-downs and earthquake drills.

OLD MILL CENTER FOR CHILDREN AND FAMILIES ABUSE/NEGLECT POLICY

Policy

All families receive a copy of our Confidentiality Policy and we discuss this with other procedures during the intake process. The responsibility of the staff to report, and the exception of client confidentiality is clearly outlined. The following procedures are written as required by Oregon Revised Statute 419-B-010.

Any suspected abuse/neglect will be reported as required by Oregon Revised Statute 418.740 to 418.775 and documented immediately through Old Mill Center for Children and Families' established procedures.

Statement

Staff working directly with the children should be aware of the signs in the case of suspected abuse/neglect. Staff will be given training of child abuse recognition, policies and procedures on a yearly basis. They will also be trained in the psychological aspects of abuse and family dynamics associated with child abuse.

Staff will be aware of the following definition and requirements:

OREGON LAW – All employees must report or cause a report to be made when there is a reasonable cause to believe that a child has been abused (ORS 418.750).

Child means an unmarried person who is under 18 years of age (ORS 418.740)/

Abuse means:

- a. physical injury cause by other than accidental means
- b. neglect which leads to physical hard (spiritual treatment, solely through prayer via recognized church, allowed)
- c. sexual molestation (ORS 418.740)

Report to: Services to Children and Families or law enforcement personnel (ORS 418.755).

Required content or report:

- a. names
- b. addresses of the child and parents or those having care of the child
- c. child's age
- d. nature and extent of abuse
- e. explanation given for the abuse
- f. other pertinent information

GRIEVANCE PROCEDURES

This process is not appropriate for:

- a. issues which have been or are currently being adjudicated in a court of law.
- b. issues which are a term or agreement in the agency contract with the Oregon Department of Human Resources.
- c. issues which are determined by the Oregon Day and Residential Treatment Standards.
- d. issues regarding your child's special education program. If your child has an IEP or IFSP, there is a different process available to you about which staff may provide information.

The use of this process does not interfere with your right to file a complaint with the Department of Health and Human Services, Office of Civil Rights Region X, 2201 Sixth Ave., Seattle WA 98121.

When you have a problem or complaint with Old Mill Center for Children and Families.

Differences of opinion may occur between OMCCF and its clients or their parents/legal guardians. If you are unhappy about your/your child's treatment and/or educational process or if you feel you are being treated unfairly, there are things you can do to resolve the problem. It is always the goal of OMCCF to address the needs of you and your child and to resolve differences.

STEP 1: You are an important player in your child's treatment and/or education. Try to learn as much as you can about OMCCF and the plan for you/your child. If you don't understand something, if you disagree with something, or if you have a suggestion or a concern, please bring it up as soon as possible. Opportunities to talk about these things occur:

- a. when you/your child is entering the program
- b. during family sessions or individual sessions with staff
- c. when you are reviewing you/your child's progress
- d. at IEP, IFSP, or school meetings
- e. by contacting the staff most directly involved with you/your child
- f. at other meetings with staff scheduled at your request.

STEP 2: If you have attempted to resolve differences with OMCCF **informally** and have not been successful, you may use the grievance procedure outlined here.

If you have a disagreement with OMCCF, report your concern to the program manager to discuss what you would like to have happen. She will talk with you and try to work out a solution to the issue or investigate and come back to you as needed. She will write a report on the situation to be discussed at Quality Management meetings held quarterly.

STEP 3: If that does not work, you can meet with the Executive Director. Write a request for a meeting, stating your concerns, what you have done to try to resolve the issue and what you would like to have happen. This meeting will be at an agreed upon time and place, and will give you a chance to tell the Executive Director what you feel is wrong and what solution you are looking for. The Executive Director will give you a written response within 30 days of the meeting.

STEP 4: If your concerns are still unresolved, you may appeal to the president of the Board of Directors. The Board is comprised of individuals from the community who bring a variety of experiential and professional perspectives. This formal, written appeal must be received within 30 days after you received the response of the Executive Director. This written appeal must include a description of your concerns, what has happened to try to resolve the issue, and a description of what action you believe is needed. We will explain this process to you and provide assistance in writing the letter, if requested. However, you will have to pay your own costs and attorney fees should you seek counsel. You will be asked to consent to public release of information by the agency should you publicly share information on the case. The Board may review the action to date, interview interested parties, review records, and consider any information that concerns the grievance issues. This review will begin with 30 days of receipt of your written request. The Board will prepare a written response to you within 10 working days after the review. A decision made by the Board in good faith is final and binding.

Step 5: If you feel your concerns are still unresolved, you may contact the Childcare Licensing Division of the State Employment office (541)349-4105 Oakmont way, Eugene Or 97401 for assistance and /or mediation.

OLD MILL CENTER FOR CHILDREN AND FAMILIES MEDICATION POLICY (Prescription & non-prescription)

Policy

It is the policy of OMCCF to adhere to federal and state regulations regarding acquisition and distribution of medications, and to notifying parents of the appropriate process.

Statement

All medications (prescription and non-prescription) require a Medication Permission Sheet signed by a parent or designated adult responsible for child's care.

PRESCRIPTION MEDICATION brought to the agency for distribution to an enrolled child must be in the original prescription container with an attached label stating the name of the medication, dosage, schedule to be given, and medicating doctor's name.

NON-PRESCRIPTION MEDICATION (Tylenol, inhaler, etc.) should also be sent in the original container in as small amounts as possible. An OMCCF Medication Permission Sheet (dated and signed) with directions for administering must accompany the container. If original container for non-prescription item is impossible to send, parents should send the non-prescription medication in a container that will protect the medication from spillage or crushing, continuing to follow the above guidelines regarding a note and directions.

ASPIRIN: Due to published concerns regarding the dangers of aspirin to young children, staff of OMCCF will not administer aspirin without a physician's written order.

Preschool Process

ACQUISITION AND DISTRIBUTION OF MEDICATION

Medication (all types) for an enrolled child must be accompanied by an OMCCF Medication Permission Sheet. If the child arrives by bus, the medication must be placed in a carrier (bag or back pack) and travel beside the driver on route to school. At no time is the driver responsible for, nor allowed to touch the medication (per bus company policy). **The parent or guardian must call the Center to inform staff that medication is coming with child.**

The classroom Head Teacher, or his/her designate, will be responsible for direct distribution of medication to the child. This person distributes the medication and records the amount of medication sent, and the date and amount given on the Medication Permission Sheet.

Medication is stored in a locked container.

If medication is discontinued, the amount of medication remaining is again recorded, given to a responsible party (signature again required) for return to the child's legal guardian.

The daily Medication Permission Sheet will be filed in the child's file when the child is no longer taking the medication, or if the sheet becomes filled. It is filed in the Medical Section of the file.

If it is necessary to transport medication, the medication will be transported in a locked container, administered and records maintained as outlined above.

Staff is reminded that prescriptive medications are controlled by federal and state laws, violation of which could result in criminal or civil sanctions.

OLD MILL CENTER FOR CHILDREN AND FAMILIES TOILETING POLICY

Policy

Due to staffing/time limitations, OMCCF will attempt to maintain an acceptable balance in enrollment of children who need diapering and children who are toilet trained. OMCCF recognizes that children who are training or are trained may need assistance with the toileting process.

Process

1.) Diapering

Parents/Guardians are asked to provide diapers and baby wipes for their child(ren) on an on-going basis. Diapering materials are kept in a cubby marked with the child's name near the changing table in the adult bathroom. Diapers are changed by a classroom staff member or by a paid substitute in the adult bathroom with the door propped fully open. This area is within view and earshot of other offices and the hallway.

2.) Toileting

Each individual child's toileting needs are determined and pre-arranged with parent/guardian and then documented and reviewed with appropriate staff members. Assistance and privacy are provided as needed.

3.) Accidents

In the case of an unexpected accident or emergency staff members will assist the child in the clean up process in a manner recognizing each individual's need for privacy and respect. A staff member will notify you when an accident occurs.

GUIDELINES FOR DISCIPLINE OF CHILDREN

The goal of discipline at OMCCF is to help children learn to control their own behavior and act in ways appropriate for their age and situation. There are several things we do to help children make good choices about their behavior:

1. Clear rules: Children know what we expect, what is allowed, what will happen if they break rules. We utilize reminder, warning consequence as a tool for creating understanding of the rules and expected behaviors.
2. Positive reinforcement: We plan for success, recognize accomplishments, praise, grant special privileges, give "points" or rewards for good behavior.
3. Problem solving strategies: We actively teach and practice the problem solving steps as per the 2nd Step Curriculum and collaborative problem solving techniques.
4. Other strategies: We may choose to ignore the behavior, move closer to the child, request the child to change his/her behavior, rearrange the situation, tell the child what will happen if the behavior does not change, give them a command to change their behavior, or permit the child to remove him/herself to a place where they can rethink the situation and gain better control of self.
4. "Taking a break" (sometimes referred to in other environments as "time out") is sometimes necessary to provide time away from the group for a child to regain self control, to refocus, to calm down and to consider the consequences of an action or to consider more appropriate ways to interact and/or communicate with peers and adults in the treatment and educational settings. To ensure safe and consistent use of breaks, only trained staff may order, review, supervise and carry out the break process. Old Mill Center staff routinely monitors their own feelings to ensure that breaks are carried out in a safe, caring yet firm manner. A staff member will always debrief a "break" with children prior to their re-entering the group to ensure that the child is ready to return. A typical time out lasts anywhere from 3-5 minutes, unless a child is having difficulty regulating his emotions. In this instance the length of time relates to how long it takes the child to calm down and debrief with an adult. The child will always remain within view of a staff member.
5. A child who is hurting themselves, others, or destroying property may need to leave the group and be removed to a safe space by a staff person. In the event that a child has to be stopped from hurting himself or others, a brief method of "catch and release" may be used by staff. In other words, it is a brief, hands-on physical engagement to remove the child to keep the child and others safe. Staff monitor children at all times and assist the child in preparing to rejoin the program activities as soon as possible (as in # 4 above.) A record is kept each time a child is removed from the classroom. If a child cannot be controlled by staff, the parent may be called to take the child home until an individual behavior plan can be adjusted or developed.
6. No chemical or mechanical restraints will be used with the children.

OLD MILL CENTER FOR CHILDREN AND FAMILIES OBSERVATION ROOM POLICY

Policy

It is the policy of OMCCF to provide opportunity for program observation by parents, professionals, paraprofessionals, volunteers, trainees, and program evaluators. Guidelines for program observations are designed to protect the privacy of individuals observed and to ensure that information obtained is utilized in a manner that is beneficial to the parent(s) and child being observed and/or to enhance overall program effectiveness.

Statement

OMCCF recognizes the value of observational information to parents and staff as a means of monitoring and improving program development and effectiveness.

Parents are invited and encouraged to observe their child to enhance knowledge and understanding of program structure, activities, and philosophy. In addition, observation can be enjoyable and often results in increased awareness of a child's abilities, special talents or traits as well as identifying needs.

Staff of OMCCF and other professionals utilizes observational information to continually monitor and design appropriate individual child programs, to improve classroom management skills, to adjust and modify program procedures and structure in a manner that enhances the development and success of each child enrolled.

When appropriate, professionals who are not regular classroom personnel may observe children for a specified purpose. Parental permission is obtained when the observation is focused on an individual child. Observations are also done for the purpose of program evaluation or providing information about program structure and procedures. Persons involved in a program evaluation observation sign a statement assuring confidentiality of individuals observed.

OMCCF respects the right to privacy of each parent and child. In order to protect individual confidentiality and to ensure that information obtained through observation is understood in context of the program structure, all observers who are not regular classroom staff members are asked to sign a "Confidentiality for Observers" form, which is an agreement not to share information outside the classroom or program, and indicates the purpose of the observation. Each staff member and volunteer receives guidelines regarding confidentiality and signs an agreement to maintain the confidentiality of children and families.

Process

1.) BASIC PROCEDURES

The Executive Director, Program Manager, Teachers, or Therapists are available to provide access to other OMCCF personnel. Use of the observation room for observers who are not OMCCF staff must be initiated at the front desk. All observers must be accompanied by an OMCCF staff member unless alternate arrangements have been made.

Classroom personnel will be notified that an observation is in progress.

2.) PARENT USE OF OBSERVATION ROOM:

OMCCF has an "Open Door" policy for program classroom(s) and welcomes parents in the classrooms. OMCCF wants the transition from home to school and back again to be comfortable for parents and children alike. Therefore, cheery greetings, comments about activities, and information about the child's day are welcome and helpful! Parents are asked to please be aware of the daily classroom schedule and recognize that staff's first

commitment is to the children and therefore, staff may not be able to leave the children or to disrupt the regular classroom routine to talk or meet with parents without prior arrangements. Parents are invited to contact the teacher to set up time when she/he can be available to address questions, concerns, or just provide an "update."

Due to the isolation of the observer and accessibility of information related to other children, parents are asked to make PRIOR arrangements with the program manager or teacher when ever possible or to check in with the front desk if wanting to use the observation room. In this way, a staff member can be available to provide clarification and information regarding the observer's OWN child and questions regarding policies or procedures can be addressed in context as they occur. Parents sign a "Confidentiality" form at the beginning of the year and complete the Observation Record if more than a quick check-in upon pick-up or drop-off.

3.) STAFF USE OF OBSERVATION ROOM

OMCCF staff members observe "at will," on a "need to know basis." Information obtained is to be utilized for the basic purpose of individual child evaluation and development, as well as development of staff and program policies and procedures.

4.) USE OF OBSERVATION ROOM AS A 'QUIET PLACE' FOR CHILDREN

When it is in the best interest of a child to have opportunity to move out of the classroom into a smaller, less busy space, the observation room may be utilized for this purpose. The door to the observation room will remain fully open whenever a child and a staff member are using the observation room for this purpose.

REVIEW OF APPROPRIATE PROGRAM PLACEMENT

Policy

It is the policy of OMCCF to provide parent support and education; to design classroom environments which foster each child's success, and to work with parents in defining individual goals and appropriate program placement for their child at the time of enrollment. When parents or OMCCF staff express concerns regarding the appropriateness of a child's program placement after the child has been enrolled, these concerns are carefully evaluated. The need for program or environmental changes, as well as additional evaluation of the child's physical, education and emotional needs are carefully considered and appropriate plans designed and implemented to determine whether the current program environment can meet the child's needs or if there is a need for a change of program placement. Specific procedures are designed to result in a referral recommendation leading to the most appropriate and least restrictive environment for the child.

Statement

The staff of OMCCF values the judgment of parents and respects their ability to determine the placement they see as most beneficial for their child. Issues of confidentiality, parental permission and involvement in their child's program will be adhered to in each stage of the review of placement process. Every attempt will be made to reconcile any difference of opinion between OMCCF and parents. If staff and parents are unable to agree upon placement recommendations, parents will be offered assistance in seeking alternate resources.

Process

Evaluation, observation and review of each child's adjustment and progress are an ongoing and integral process in all OMCCF programs. The review process is designed to insure thorough and professional evaluation of each child's specific needs.

Parents are informed and sign an acknowledgement of procedures regarding staffing and observations of their children by the professional staff of OMCCF. Additional signed permission is obtained for any evaluation or

observation by persons who are not designated as employees, volunteers, interns, or persons involved in training or program evaluation at OMCCF.

At entry, parents are invited to contact the appropriate staff member and/or request a meeting at any time they have concerns or questions regarding their child or program policies and procedures. The child's teacher regularly informs parents about their child's progress, classroom adjustment, and any special needs or interventions being implemented. Each child is staffed at least once a month by program staff. The classroom teachers, Education manager and appropriate specialists are regular participants in the student staffing. In addition, the Executive Director and professional staff from other OMCCF programs may participate in staffing if needed. Parents may ask to attend their child's staffing or may request a meeting with staff at any time.

During staffing, positive observations, concerns, and goals are reviewed and/or identified for each child. Interventions are explored, planned, and implemented. If the plan and interventions are successful, the child continues in placement and continues to be staffed at least once a month. Staffing is a continuous process. All interventions are regularly re-evaluated to measure their effectiveness in addressing concerns and meeting the child's goals.

Substantial concerns which may result in additional observation and staffing, include, but are not limited to the following:

1. the child poses a danger to self or others;
2. behavior is inappropriate and extreme from that of peers;
3. concern that the child's developmental (cognitive, language, fine motor, gross motor, social/emotional, etc.) needs are not being met in the current placement.

Additional interventions which may be explored, planned and implemented include, but are not limited to:

1. continued evaluation, implementation of corrective plans;
2. classroom adjustment of environment or procedures;
3. staff support/training;
4. review of IFSP goals, objective or services;
5. individual play therapy for the child;
6. parent support/education/counseling;
7. request for support from other OMCCF programs; and
8. referral to other agencies for support, such as Early Intervention, the Child Development and Rehabilitation Center (CDRC), etc.

If planned interventions are successful, the child continues in placement and is staffed on a regular basis.

If interventions are not successful, a second plan of intervention may be implemented OR recommendations may be made for referral to alternate resources.

1. OMCCF Intensive Treatment Services Program
2. Appropriate agency outside OMCCF.

Staff from the original OMCCF placement will provide referral information and support as requested by the child's parents to facilitate the intake process to the referred program or agency.

REVIEW OF ADDITIONAL SERVICES

The intent of this plan is to help staff better serve a child who, with regular program support and services, is having a difficult time succeeding in the preschool program.

Services and supports offered **all** children in the program:

Highly trained staff

Integrated program

High adult to child ratios

Emphasis on social-communication skills

Screening and assessment and evaluation of skills

Small group work

Developmentally appropriate curriculum

Home visits

Parent Meetings and parent conferences

Snacks

Violence prevention through 2nd Step Curriculum focusing on feeling identification in self and others, self-regulation and problem solving skills.

When a child is exhibiting challenging behaviors and having difficulty succeeding in the classroom setting then staff immediately needs to begin a service review process. Signs of significant behavioral problems could include but are not limited to:

- Behavior strategies not working
- Teachers beginning to make individual accommodations such as an increase in 1:1 attention
- Increase in number of breaks due to aggressive and non-compliant behavior
- Teachers are concerned about future need for time out of the classroom

If one of more of these occur then staff discuss child during the next scheduled weekly staffing. If all agree that the child and classroom situation warrant a closer look then we begin tracking the child's behavior for 2 weeks and inform parents of this decision.

Behavior Tracking consists of:

- Data collection (probes and anecdotal) specific to child's behavior
- Possible observations from either the observation room or the classroom by:
 - Program Manager
 - Other Program Manager
 - Clinical Manager
 - Parent(s)

A form will be provided to help direct and facilitate the observation.

At the end of two weeks, the data is reviewed in staffing and the child's current behavior is discussed. If staff still feels that the child is exhibiting extremely challenging behavior, then we set up a time to meet with parents to review data collected and discuss additional support services available.

After this staffing, the Program Manager calls the parents and sets up a time to meet. At this team meeting, we provide what we call, a "mapping", examining the child's strengths and likes, parent hopes and dreams, parent fears and concerns, and then strategies and an action plan to help the child and family.

After 6-8 weeks, the team meets again to discuss progress and further needs of the family, including additional supports, referrals for additional services, etc. Eventually, consideration of a change in placement may be appropriate.

PRESCHOOL PROGRAM FIELD TRIP PROCEDURES

Throughout the regular school year numerous field trips are scheduled both in our immediate community and surrounding areas. We believe field trips are an important opportunity for children to experience what our community has to offer young children whether it is a visit to our public library via public transportation or an opportunity to visit the OSU sheep barns during lambing season. We encourage parent participation on all agency field trips.

The following procedure should be followed regarding the planning and following through with agency field trips.

WHO: Some field trips are planned on Monday/Wednesday/Fridays and some are plan on Tuesday/Thursday to give every child an opportunity to have a field trip experience.

HOW: Parents are informed of field trips not less than one week prior to the scheduled trip. Notice occurs through a posting outside of the classroom in addition to a signed permission form and a flier that is sent home. It should be noted that some field trips have come about due to a last minute opportunity. When this is the case, families will be personally called in order to inform them as soon as possible. Should a parent fail to give their signed permission then a verbal authorization between the program's Lead Teacher and the parent is acceptable. No child shall leave the building for a field trip without parent authorization.

TRANSPORTATION: Children and staff are transported to and from the agency via public transportation or personal vehicles, i.e. staff or parent vehicles. Under these circumstances, the staff person or parent providing transportation assumes liability should anything occur during the transport. During transport children and adults must follow Oregon state regulations regarding the use of child car seats and seat belts. All adults and children must be belted with children weighing less than 40lbs. restrained in car seats. If there is a parent driving another child, a paid staff member would be with them.

PRESCHOOL PROGRAM SOCIAL MEDIA PROCEDURE

Parents or other relatives of children in Old Mill Center programs may at times take photos of children in our program and make those available through social media. Old Mill Center is not able to oversee those activities.