

The Early Learning Community

at Pacific University



Parent Handbook

2019 – 2020



IMPORTANT!

Please read the information in this handbook carefully, and refer to it when you have questions about policies at the Early Learning Community.

You will note that **your signed Enrollment Agreement** includes the statement that you have read, understood, and accepted the information in this handbook.

Family Handbook 2019-2020 – Index by Topic

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Goals of the Early Learning Community

To nurture each child's growth toward become a person who –

- ◆ Is a caring and compassionate community member, sensitive to the needs of others and increasingly capable of making and maintaining friendships
- ◆ Is increasingly self-aware and able to sense physical and emotional states, as well as identify and articulate needs
- ◆ Is curious, observant and actively inquisitive about the world, displaying wonder and delight in the process of learning
- ◆ Conceives of his or herself as a writer, reader, mathematician, scientist, artist and explorer
- ◆ Values the written word and is able to apply emergent literacy skills in creative and communicative ways
- ◆ Extends and refines gross and fine motor skills through playful as well as intentional activities
- ◆ Explores and values artistic expression in multiple forms
- ◆ Demonstrates a desire to explore, care for, understand and conserve resources as a steward of the natural world

Welcome to the Early Learning Community, School Year 2019 – 2020

We welcome your family to the Early Learning Community at Pacific University. We look forward to sharing many rich and nourishing learning and teaching experiences with your child in the coming year.

The ELC serves as a model early childhood program, a site for research involving young children, and provides an educational experience for students studying child development. The ELC is maintained by the College of Education as a learning, demonstration, and research center. Professional educators with advanced degrees, as well as graduate and undergraduate students staff the ELC.

It is the mission of the College of Education “to transform education through communities of learners, promote cultural competence, create student-centered classrooms, and enhance learning through technology.” Pacific’s Child Learning and Development Center strives “to provide an educational environment that will facilitate experiential learning and research within the College of Education for the purpose of improving early childhood education.”

Encompassed and supported by these wider missions, the Early Learning Community pursues its mission “to nurture the developmental needs of a diverse group of young children, support the learning and research of the faculty and students of Pacific University, and contribute to the ongoing commitment to learning in the community.”

School Philosophy

The Early Learning Community is a learning environment organized around the principles of inclusion, active experiential learning and best pedagogical practice.

We believe children learn best in a place where they feel good about themselves, where they are allowed to explore their world, and where the learning materials match their interests and needs. Our learning environment is supported by teachers who recognize developmental norms, respect individual differences, and inspire a sense of wonder and a desire to learn. We strive to foster collaboration between students, teachers and families as a means of supporting all aspects of children’s development.

Our goals for the children of the Early Learning Community – We nurture each child toward becoming a person who:

- ◆ Is a caring and compassionate community member, sensitive to the needs of others and increasingly capable of making and maintaining friendships
- ◆ Is increasingly self-aware and able to sense physical and emotional states, as well as identify and articulate needs
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Best Practice in Early Childhood Education

Our approaches to teaching the young child are based, first and foremost, on **best practices**. Best practices are research-driven, evidence-based, and responsive to the following understanding of children, as expressed in the position statement of the National Association for the Education of Young Children (**NAEYC**) on developmentally appropriate practice.

- ◆ Young children learn best through active, engaged, meaningful learning.
- ◆ Young children learn best in an early childhood program that is developmentally appropriate.
- ◆ Young children learn best in an early childhood environment that is appropriate for their age and stage of development.
- ◆ Young children benefit from a consistent routine or daily schedule in the early childhood classroom.
- ◆ Young children learn best when the school develops a sense of community for all participants.
- ◆ Young children function best in early childhood programs that value and reinforce continuity.
- ◆ Young children benefit from early childhood programs that provide a careful transition from preschool to kindergarten and from kindergarten to the primary grades.
- ◆ Young children learn best when they are with teachers who consider them and respond to them as individuals.

Best Practice – what it looks like in the classroom...

- ◆ Children have time and opportunities to experience and respond creatively to their world.
- ◆ Children can take appropriate risks, explore, and investigate in a social setting that is safe, secure and stimulating.
- ◆ Children have experiences that encourage them to interact with others, develop interpersonal skills and work and learn cooperatively.
- ◆ Through these experiences, children build increasingly complex skills in the use of language, problem solving and cooperation.
- ◆ Teachers respond to the natural curiosity of children by promoting positive dispositions towards learning and sense of self.

Early Learning – A Foundation of Pacific University

In 1846, a 66-year old widow named Tabitha Brown completed an arduous journey to Oregon and settled in Forest Grove. Concerned about the welfare of the many orphan children in the area, she established an orphan school on property provided by Rev Harvey Clarke. With the help of neighbors and friends, “Grandma Brown” set up the school and provided the children with love, direction, and the creature comforts of life. From this small beginning, an educational institution began to grow. In 1854 the original charter was changed to create Tualatin Academy and Pacific University.

Pacific Expands Its Vision – A Building for the Future

In 1995, the Pacific University School of Education launched a new initiative to authorize early childhood educators. As part of this effort, Early Childhood program director *Mark Bailey* began his quest to establish a school for young children that would connect with the University's roots and bring the education of young learners back to Pacific. After receiving a generous grant from the *Gates Foundation* and *Jim and Mary Berglund*, Berglund Hall was constructed in 2008, with the Early Learning Community on its ground floor.

Children Return to The College! Consistent with the mission of the College of Education and spirit of the founding of Pacific University, the Early Learning Community embraces its role as the true entry level learning community on campus, once again guiding children toward lifelong learning and growth.

Admission and Registration

Preschool children aged 3 and 4 years are grouped together in mixed-age classrooms, with the goal of creating cohesive communities in each. By state licensing requirements,* children in ELC preschool classrooms must be three years old by their first day of attendance. Children in all classrooms must be fully potty-trained.

* Oregon Office of Childcare (<http://www.oregon.gov/occ/pages/index.aspx>)

Age guidelines

Preschool: 3 years to 5 years of age
 Kindergarten: 5 years to 6 years of age
 First Grade: 6 years to 7 years of age
 Second Grade: 7 years to 8 years of age

Families need to complete the ELC registration and submit an application fee to enroll, as space is available. Once admitted, families will receive a packet of information, including the Parent Handbook, Enrollment Agreement, and required consent forms (Photo/Media Release, Research Participation).

Toilet-Training

The ELC does not provide toilet training. The ELC license with the Office of Childcare does not allow for diapering, diaper changes, or handling/cleaning of diapers, clothing, or environment soiled with urine or feces, except in the case of a child with special needs. Toilet training **must be mastered** by the time of enrollment. If a child is still having **frequent** toileting accidents, the ELC will ask that the child be withdrawn until toilet training is completed. Accidents will be **considered frequent** if they are in excess of once weekly for wet accidents or once monthly for bowel accidents. In the event that a child is withdrawn to concentrate on toilet training, tuition will be required to hold the child's space in the program; other withdrawal policies also apply.

Tuition and Payment Policies

- ◆ There is a non-refundable application fee of \$35 per child or \$50 per family.
- ◆ Tuition rates are set by June 1 for the following school year. Tuition is based on a yearly rate and divided into 10 monthly payments. **This means that each month's tuition is the same, September through June, regardless of the number of school days in the month.** Alternately, tuition can be paid more frequently or in larger sums, as long as no less than 1/10th of the annual amount monthly is paid.
- ◆ Tuition cannot be adjusted for children who miss school due to family vacations or illness.
- ◆ A sliding fee schedule for tuition is offered. Income verification is required from families who wish to pay reduced tuition according to the sliding scale.
- ◆ Tuition due date – Tuition is due at the beginning of each month, September through June. Except for September, the **tuition due date** is the 1st, or closest school day following (count all days the ELC is in session, not just the days child is scheduled to come). Tuition is considered late on the fifth day after the due date. A fee of \$15 is added if tuition is late. Families with unpaid balances after the 15th of the month (except for Sept) are asked to meet with the school director to discuss the options for resolving the situation.
- ◆ Tuition may be paid by cash or check.
- ◆ Check clearance – Allow 3 to 5 business days for paper checks submitted to the ELC to be deposited by Pacific University.
- ◆ Returned checks – Tuition checks returned for lack of funds will incur a charge of \$25.00 by the Pacific University Business Office. Repeated instances of returned checks may jeopardize enrollment.
- ◆ Authorized adults will be issued a key card for \$10 each. Replacement key cards will cost \$10. Missing key cards need to be reported as soon as possible, as their loss may compromise security for the school.
- ◆ Field trips may require admission or transportation fees. Parents will be notified of fees 2 weeks before any field trip if possible.
- ◆ Occasional fees – Children may engage in special projects that require a supplemental fee or donation of goods.
- ◆ Late pick-up charges – Parents/guardians are strongly encouraged to be prompt in picking up their child. It is stressful for many children when parents do not arrive as expected. (See DELAYED PICK-UP SECTION)

Withdrawal Procedure and Conditions

School tuition represents approximately 90 percent of our operating expense budget. From a fiscal standpoint, each child's enrollment constitutes a full year of tuition revenue, essential to the school budget. The ELC requires a reliable stream of funding through tuition to fund the costs of operation.

Therefore our withdrawal policy includes the condition that, at the point in our school year after which it is not possible to fill a vacancy, the family withdrawing will be billed for remaining months in the year.

A One-Month Notice of withdrawal from the ELC is accepted through March 1, 2020 (for April 1st withdrawal).

After March 1, parent/guardian is responsible for payment of the remaining school year (April, May, and June) tuition regardless of withdrawal, with or without notice.

One-Month Notice

- ◆ To withdraw a child from the ELC without extra tuition charges, a written, dated notice must be received one calendar month before the date of withdrawal.
- ◆ If less than one calendar month notice is given before withdrawal, tuition will be charged for one month from the date notice is given. Tuition beyond the current month will be a proration of the following month (monthly payment/30 days x calendar days to withdrawal).

Re-enrollment following withdrawal

Re-enrollment will be possible only if space is available in the appropriate classroom and will require a new registration fee.

The ELC at Pacific University reserves the right to have a child withdrawn from the program if there is failure on the part of the parent/guardian to comply with school policies or signed agreements. A child may also need to be withdrawn (or temporarily withdrawn) from the program if there are behavior or health concerns that affect the experience of other children in the program, or if the child is determined to have developmental needs which the school is unable to meet. For a reasonable time and with expert counsel and guidance, the staff will do all they can to work with the child's adjustment; but, if necessary, the school may ask that the child temporarily or permanently be removed from the program. If a child is withdrawn at the request of the ELC, the month will be charged pro-rata.

Days and Hours of Operation

- ◆ The ELC is open Monday through Friday from 7:00 am to 5:00 pm. The school day program is from 9:00 to 3:00 for preschool and kindergarten, and from 8:40 to 2:50 for first-second grade.
- ◆ The school year starts in early September and ends in mid June.
- ◆ The following holidays are observed: Labor Day, Veteran's Day, Thanksgiving (3 days), Martin Luther King Day, Presidents Day, Memorial Day, and the Fourth of July.
- ◆ There are two recesses during the school year – Winter Break (10 days) and Spring Break (5 days).
- ◆ There are 5 staff development (no school) days throughout the school year.

Cancellation for Inclement Weather

- ◆ School days may be canceled for emergencies, such as inclement weather. The ELC will follow closure/delay announcements issued by **either**:
 1. Forest Grove School District **or**
 2. Pacific University.
- ◆ In the event of a delay in opening, there will be **no before-school care** and the ELC will open the number of hours delayed from **9:00** am.
- ◆ The ELC may need to operate with reduced staff on inclement days due to poor road conditions.
- ◆ The ELC reserves the right to close school early in an emergency and will call authorized persons to pick up children immediately.
- ◆ Emergency closure information for the Forest Grove School District is posted at www.fgsd.k12.or.us and for Pacific University at <http://www.pacificu.edu>.

Tuition adjustments cannot be made in the event that school days are missed due to inclement weather. In some cases it may be possible to make up the missed days during or at the end of the school year, but parents should assume that schedules and tuition will not be changed to compensate for missed days.

Arrival, Departure, and Authorized Alternates

Children benefit from routine arrival and departure times and parents are urged to keep regular schedules whenever possible. Regular arrival and departure times also facilitate planning for optimum and appropriate staffing.

Arrival schedules –

- ◆ For Otter classroom: Arrival may be **no earlier** than 8:30. The Otter school day begins at 8:40.
- ◆ For Dolphin, Shark, and Whale classrooms: Arrival may be **no earlier** than 8:50. The preschool/kindergarten school day begins at 9:00.
- ◆ If a child must arrive sooner, he/she will need to be enrolled in *Extended Day* mornings.

Departure schedules –

- ◆ For Otter classroom: Pick-up may be **no later** than 3:00. The day ends at 2:50, classroom is closed at 3:00.
- ◆ For Dolphin, Shark, and Whale classrooms: Pick-up may be **no later** than 3:10. The day ends at 3:00, classroom is closed at 3:10.
- ◆ If a child cannot be picked up by that time, he/she will need to be enrolled in *Extended Day* afternoons.

Arrival

- ◆ Parents/guardians need to sign in their child/ren each day in the main lobby upon arrival, in order to document arrival. Parents may first bring the child to the classroom to be received by an ELC teacher, and then complete the sign-in process on their way out of the building. Parents need to assure teacher is made aware of the child's arrival.
- ◆ Parents and children may not enter the building prior to 7:00 am.
- ◆ If a child must arrive late to school, parents are asked to call the office.
- ◆ If, upon arrival, the child's group has departed on a field trip, it is the parent/guardian's responsibility to await their return or to take the child to the field trip site.
- ◆ If, upon arrival, the child's group is in the process of evacuating the building or taking shelter, adults are asked to follow the evacuation procedures outlined in this handbook.

Departure

Upon greeting child in his/her class, the parent needs to make contact with the teacher to assure it is known the child is leaving. Once the parent arrives in the child's classroom, a teacher will document the child's departure to the care of a parent, and the child is no longer the responsibility of the ELC staff. **We ask that parents closely supervise their own child and siblings** while in the school – ELC staff need to focus on the children who remain in care. Upon departure with the child, parents need to sign out the child in the lobby.

Arrival and Departure with Alternate Authorized Adult

Prior notification is required for anyone other than the child's parent or legal guardian to pick up a child.

ELC staff will not release a child to anyone other than the child's parent/guardian without notification in advance by the child's parent/guardian of other authorized adults who may pick up the child. Parents are responsible for authorizing in writing (on the registration form or addendum form) any other adults who may need to pick up their child.

When other authorized adults pick up children, if not familiar to ELC staff, **they will be asked to show picture identification**. If they cannot show identification, even if they are a person listed as authorized to pick up, the child will not be released and a parent will need to be contacted.

Delayed Pick-Up of Children

School clocks consistent with the university clock will be used to determine school start and end times. Families are responsible for synchronizing their personal timepieces (watches, cell phones) with those of the ELC to assure schedules are followed.

Delayed pick-up, afternoons – Families whose children do not regularly attend the after school Extended Day program (3:00-5:00) will be charged for unscheduled after school care at a **rate of \$10 per hour, without proration** for partial hours, if a child is not picked up by the time of classroom closure (3:00 or 3:10). Late pick up from aftercare will also be charged as above, \$10 per hour, without proration for partial hours.

Delayed pick-up, closing – Parents/guardians need to arrive with sufficient time to **exit the school by the closing time of 5:00 pm**. In the event of a late pickup, **\$10 will be charged per quarter-hour, without proration**, after 5:00.

Late charges will be added to the next statement.

The ELC will try to contact persons listed as authorized to pick up the child if parent/guardians cannot be located at 5:00 pm, so that an alternate can pick up the child. Oregon childcare regulations require that two staff members stay with the child. If no contact can be made with an authorized adult by 5:30 pm, ELC staff may need to notify and deliver the child to the Forest Grove Police Department.

Security

The safety and security of all the children at ELC is of the highest priority. The locked front lobby door of the ELC serves as a security barrier and should be used as such. Entry to the ELC is granted only to authorized persons. During school hours, visitors are questioned at the door as to their business with the ELC and are admitted at the discretion of the ELC administration or teaching staff. Parents and other ELC visitors are asked not to open the lobby door to other visitors. After 4:00 pm, only parents and known authorized adults are admitted: others are asked to contact the ELC by phone or the following day.

All entry to and exit from the ELC with children must be through the main lobby of the school for security reasons. The attendance book for signing children out of the facility is located there and needs to be signed as children arrive and leave for the day.

Key Cards Parents/guardians may be issued lobby door key cards. All adults in possession of key cards agree to carry the cards in a safe and confidential manner. In the event a card is lost or misplaced, adults agree to report it to the School Administrator/Program Assistant as soon as possible, so access can be deactivated for that card. New cards can be purchased to replace lost cards.

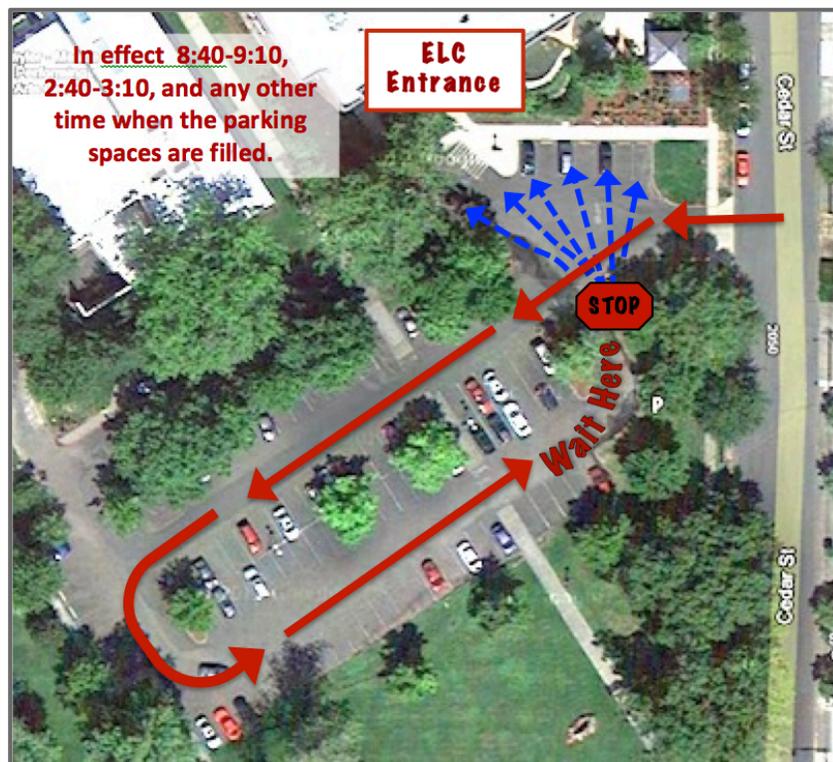
Parking

The parking lot is owned and managed by Pacific University. Parking is regulated by the Campus Public Safety department (CPS). The parking spaces directly in front of the ELC and parallel to the sidewalk to the west of the ELC may be used for the time limits posted. Parents who plan to linger at school during drop off or pick up times should not occupy ELC spots.

All drivers are expected to follow signage in the parking lot for entry and waiting area for available spots. Cars may not sit idling while picking up or dropping off children. Other children/siblings must never be left in cars while parents are inside the ELC. Please review the following diagram and guidelines for parking.

Traffic Flow For Peak Drop-Off and Pick-Up Times *In effect any time the parking spaces are filled.*

1. During peak times, cars do not drive into the parking lot and pull directly into a space.
2. Instead, cars enter from the street and veer left, down the middle lane of the parking lot.
3. At the far end of the lot, cars hairpin-turn left and come back down the southernmost lane of the lot, heading toward the ELC.
4. At the bend in the lane, cars STOP, and wait. Idling cars should stay as far to the right as possible, to create passage for other, non-ELC cars using the lot.
5. The first car in the line of waiting cars will pull into the first available ELC spot.
6. *See number 1 again!* If cars are lined up in the parking line waiting, as above, it would not be appropriate to enter the lot and pull immediately into a just-vacated spot.



Health Records

All new students must meet the following requirements prior to the first day of attendance:

- ◆ **Current Immunization Status**– All children entering the ELC must meet state immunization requirements. The ELC will obtain immunization records through state of Oregon databases for children who are Oregon residents. If a child's immunization status is not available in the public database, documentation from the child's doctor of immunization history will be required.
- ◆ **Pre-Admission Health Information** – Prior to the first day of school, parents must submit for each child the Pre-Admission Health Form, which is part of the registration packet. Important information for the school to have includes: chronic diagnoses, ongoing medications, and allergies. An **Allergy Alert** form is required for any child with an allergy.

Illness Criteria

If any of the following criteria are met, ELC staff will call parents or authorized persons during the school day. A parent or authorized person must come immediately to pick up the child and arrange for appropriate medical consultation. It is important for parents to remember daily that **they or an authorized alternative adult must be available to pick up a child within a 20 minute window at any time when their child is at school.** Children who are ill and waiting to be picked up will stay in the office area, provided comfort and supervised by qualified staff.

A child may be excluded until certified as non-contagious by a physician if he or she has:

- ◆ A temperature of 100F or more; parent **will be called to pick up a child** who is febrile.
- ◆ One or more episodes of vomiting; or two or more loose stools;
- ◆ Undiagnosed skin rash, unusual yellow color to skin or eyes;
- ◆ Nausea;
- ◆ Possible contagious illness such as pink eye, chicken pox, etc.
- ◆ Stiff neck and headache with one or more of the symptoms listed above;
- ◆ Severe coughing or wheezing disrupting child's daily activities; or
- ◆ Complaints of severe pain.

A child may return to school when:

- ◆ **Fever has been absent for 24 hours (without the use of a fever reducer);** and conditions requiring antibiotics have been treated for 24 hours. (treatment for Strep must be taken for 48 hours before returning to school)
- ◆ Nausea, vomiting and diarrhea have been absent for 24 hours (**no vomiting, diarrhea or nausea during the 24 hours prior to the start of the school day.**).
- ◆ The contagious stage of a communicable disease has passed; physician has provided a written release to return.
- ◆ The child is able to participate in **all activities** of the school day.

Colds are common for children. Any child well enough to come to school with a cold will be expected to participate with other children, including in the usual outside activities. If a child is not well enough to participate, they need to remain at home.

The following illnesses, due to their contagious or serious nature, warrant exclusion of the child from school until recovered:

- ◆ *Conjunctivitis*: This is a condition of the eye caused by infection.
- ◆ *Coxsackie* (Hand, Foot and Mouth Disease): This viral infection is characterized by a fever and tiny blisters on the palms, soles of feet and in the mouth, following a 3- 6 day incubation period.
- ◆ *Chicken Pox*: A child with chicken pox must stay home until all the blisters have scabbed.
- ◆ *Ear Infections*: A child may return once they are fever-free and able to function in the group.
- ◆ *Strep Throat*: This is a contagious bacterial infection with a variety of symptoms. A child with **strep throat must be on antibiotics for 48 hours** and fever-free before returning to school.

Head Lice (Pediculosis) The ELC maintains a **No Live Lice policy and protocol**.

- ◆ Periodic head lice checks may be conducted.
- ◆ Criteria for screening an individual for lice are: persistent itching or scratching, known exposure to sibling or other close contact with head lice (e.g., overnight sleep activities, scouts, etc.), self (parent) referral.

When a child is found to have contracted head lice, these procedures will be followed:

- ◆ Parents will be notified of their responsibility to ensure an effective treatment has been initiated.
- ◆ Parents are instructed to 1) remove of all live lice following through the application of a lice-killing product, 2) to manually remove of as many nits as can be seen, and 3) to clean the home according to lice removal procedures.
- ◆ Children infested with live lice shall be excluded from school until the above measures have been completed.
- ◆ Upon the child's return to school following initial treatment, the parent shall accompany the child while a staff person inspects the child for lice.
- ◆ If live lice are present the child will return home with the parent until all live lice have been removed. If eggs (nits) are readily found upon return of the child to school, the child will need to return home until all visible eggs have been removed.
- ◆ Parents will need to complete follow up treatment according to the recommended schedule, usually approximately a week after initial treatment, and must notify the ELC of the completed follow up.
- ◆ If nits (eggs/egg casings) only are found in any follow up check, the child may return to class but will be rechecked by school staff daily, and will confer with parents about ongoing treatment.

Medications

The following rules apply in order for the ELC staff to administer medications to children:

- ◆ A medication release form signed by the parent/guardian must accompany the medication. The form must specify the dosage to be administered, the time to be administered, and the length of time that the child is expected to be on the medication.
- ◆ If a medication is to be administered for longer than 10 days, a physician's signature is required on the appropriate medication form.
- ◆ Written authorization from the parent or guardian is also required in order for ELC staff to apply topical products, such as lotion or sunscreen.
- ◆ Medication must be in the original container and prescription medication clearly labeled with the full pharmacy label.
- ◆ Medication must be clearly labeled with the child's first and last name, the name of the medication and the directions for use.
- ◆ Prescription medication shall be used only for the child named on the label.
- ◆ Medication is not allowed in cubbies or book bags.
- ◆ The school cannot administer medicines or perform procedures requiring specific skills or prior medical training unless parents provide professional training.

Accidental Injury

All staff are trained in safety, first-aid procedures and CPR. If a child incurs a serious injury at school, ELC staff will complete an incident/injury report. The report includes information regarding the time and date the injury occurred, a description of the injury and how it occurred, any treatment administered, and signature(s) of the witness(es). This report is provided to parents before the child leaves the ELC at the end of the day.

In the case of a minor injury such as a bump, scrape or small cut, staff members are limited to treatment using ice, washing injured area with soap and water, and applying a bandage. Teachers will always try to share these incidents with parents in person, but in case they do not get a chance, an injury report will be provided to the parent to explain the bump or scrape.

Staff follow universal precautions when exposed to blood and blood-containing body fluids and injury discharges of children. If a child should happen to get blood on his/her clothing from an injury, the clothes will be placed in a plastic bag and labeled for washing.

Emergencies

When registering a child in the ELC, all parent/guardians must give signed consent for ELC personnel to seek emergency medical treatment for their child. **Parents give the following consent:**

"...to have my child receive first aid by the ELC staff and receive first aid and emergency medical treatment by emergency personnel, and to be transported to receive emergency care, if necessary. I understand that the ELC will use emergency transport as dispatched by the 911 operator, and I will be responsible for all medical and transport charges. I give consent for the emergency contact person(s) listed above to act on my behalf until I am available. I agree to review and update this information whenever a change occurs."

In the event of a "911 Emergency" (a clear need for immediate outside police, fire, or medical assistance) ELC staff will proceed through the following steps:

1. Call 911.
2. Call Campus Public Safety to notify them that 911 has been called and emergency personnel are en route.
3. Call parent/guardian.

Parent/guardians who are away from the office or contact numbers provided to the ELC need to leave a phone number where they can be reached in case of a medical emergency.

Emergency Drills – In order to assure the safety of all children, emergency drills will be held monthly during the school year. Emergency drills include fire, earthquake, child/teacher down, stranger at fence, dangerous intruder on campus/lockdown procedures.

Evacuating and Taking Shelter – In the event that the ELC must be evacuated, children will be taken to Parking Lot C (Taylor-Meade lot). Teachers will bring attendance sheets, emergency information for all children, and a cellular phone, and will account for each child. The School Administrator will be the last person out of the building to ensure all children have been evacuated. Staff and children will remain at the assembly area (Parking Lot C) until notified by authorized personnel that it is safe to return to the building.

In the event the building is unsuitable for occupancy, children will be taken to the Pacific Athletic Center (between Main and Sunset, north of University Ave). Parents will be notified of the situation and asked to pick up their children as conditions allow.

In the event that university phone lines are non-functioning, cell phones will be used to establish contact with emergency personnel and campus officials.

Nourishment

The ELC provides **mid-morning snack** each day, and serves afternoon snack to children who stay for aftercare. Snacks are comprised of food items from two groups (typically grain/fruit). Children bring their lunches from home each day, and the ELC serves milk (non BGH-containing) at lunchtime for children who request it.

Lunch

- ◆ Parents are asked to prepare and send a healthy, nutritious lunch each day.
- ◆ The contents of the lunch need to provide an optimal balance of fuels to support the child's vigorous activity and focused concentration throughout the day.
- ◆ Lunch is a time to model and practice appropriate table behavior and an appreciation for food, its preparation, its source, and the experience of sharing a meal together.
- ◆ Teachers ask children to eat a reasonable amount of the most nutrient-dense items in the meal. Children are encouraged, but never forced, to eat.
- ◆ To minimize environmental waste, foods should be packed using reusable containers and utensils. Children will be guided in handling their recyclable materials, garbage, and food waste at the end of each meal.

In accordance with Oregon Office of Childcare regulations, lunches from home must meet USDA meal pattern guidelines for the child's age. The following items are required in the lunch:

Protein item – 1½ oz of meat, poultry, fish, cheese **OR** 1 egg **OR** 3 tablespoons nut/bean butter **OR** 6 oz yogurt

Fruit/Vegetable – ½ cup fruit or vegetable

Grain item – ½ slice of bread **OR** ½ cup of cereal

If any of the required groups is missing, the ELC will provide a supplemental food item; a note explaining the adjustment needed will be sent home to parents in the lunch box.

Please see page 15 of this handbook for more detailed information about nutrition guidelines and portion standards for various types of and specific foods.

Tips for lunches:

- ◆ Single-ingredient foods in separate containers, such as raw vegetables and fruits, cubed cheese, meats or other proteins, whole grain crackers or bread.
- ◆ Bite-sized pieces work well for little hands and mouths. Cut sandwiches into quarters. Avoid large bagels or hoagies that are a challenge to hold and bite into.
- ◆ Food should be in containers/packaging your child can manage mostly independently. We encourage autonomy in all aspects of self-care, and ease-of-opening is a factor in how much assistance your child will need in eating.
- ◆ Foods that need to be eaten chilled should be adequately cooled **before** packing into the lunch. For instance, a sandwich can be refrigerated over night to assure all contents are chilled.

Items to be excluded from lunches:

- ◆ Candy
- ◆ Soda pop/sport drinks/fruit-aid drinks.
- ◆ Prepackaged commercial lunches (ie “Lunchables”)
- ◆ Jello – whether regular or sugar-free
- ◆ Commercially preserved fruit in plastic cups (these are difficult for children to open and handle without spilling).
- ◆ Foods sent warm or intended to be eaten warm.
- ◆ Mixed protein items such as casseroles, meat or egg salad – these carry a higher risk of food-borne illness if not optimally chilled, as they have been previously handled, heated and cooled, etc.

If items sent in the lunch are not consistent with nutrition guidelines established for the school, teachers will ask that those items be left in the lunch box and not consumed at school. A substitute from the school pantry will be offered if the lunch is incomplete.

Lunch Boxes

- ◆ **It is each parent's responsibility to prevent foodborne illness** by sending safe, chilled, wholesome foods that will remain safe to eat until 1:00 pm.
- ◆ No reheating is available for children's meals.
- ◆ Lunch containers should be clean, insulated, and packed with frozen ice packs to keep foods cool.
- ◆ Lunch boxes/sacks need to be labeled on the outside with the child's first and last name.
- ◆ Containers and lids packed in the lunch also need to be labeled so they can be returned to you if misplaced.

Food Allergies

If a child is allergic to any food, a parent/guardian needs to complete an **Allergy Alert** Form. This form will be posted in the child's classroom and in the office so all staff will be informed about the allergy and will know what steps to take in case of accidental exposure. All families are expected to comply with food exclusions which are needed for the safety of all children.

For the 2019-2020 school year **or until further notice**, **peanuts** and all products containing peanuts or traces of peanuts, **are excluded from the school environment**. Staff will be happy to help parents determine alternatives to the excluded foods upon request.

Birthdays

Each child's birthday is recognized and celebrated in the classroom. There will be a simple party, to which the birthday child's parents and siblings are invited. The child's teacher will contact parents/guardians before the birthday celebration to make further arrangements. Birthday snacks are to be provided by the parent, and specific guidelines are provided so as to keep treats reasonable in quantity and wholesomeness. Summer birthdays will be celebrated in either June or September, according to Lead Teacher planning.

Personal Belongings

"Cubbies" – Children have their own storage place for the outerwear (coats, hats, sweatshirts) they bring from home for the day. Teachers will also use the cubbies to place art or projects from school that are ready to go home.

Blankets and cuddlies - Preschool rest time at the school is intended for quiet pastimes, though not necessarily for sleep. Mats are provided to each child for a comfortable space to relax, and during rest time children may have a personal blanket brought from home. The blanket needs to be compact enough to fit into the TOP OF THE CUBBY without spilling onto the floor. Some children may wish to bring a security object for rest time – this is fine as long as it is small enough to fit along with the blanket, into the top section of the cubby. Small stuffed animals or dolls will meet this guideline. Also, these personal items will need to stay in the cubbies at all times of the day except for rest time.

Toys – **Toys from home are not permitted** at school. The ELC is equipped with ample toys and other items so that children do not need to augment the play materials at school. When items from home are brought into school, children typically are distracted by the item, pressured by expectations to share the item with classmates, and anxious about losing or breaking any of their own special belongings. The ELC asks for parents' support in this effort by making it a habit to **leave personal items in the car** or with the parent at drop off time.

Backpacks – Children will not need backpacks for school. Parents are asked *not* to send children to school with backpacks, as there is not space to store them safely out of the way. The only item needed each day is lunch. If there are special circumstances in which a child needs to carry certain items to and from school every day, please discuss these with the classroom teacher.

Clothing – Children need to wear appropriate clothing for a preschool setting, and comfortable shoes. This apparel needs to be suitable for wear on the playground and for running and climbing. Children are regularly involved in messy activities so it is recommended they do not wear anything that cannot be dirtied.

Change of clothing – Each child will need change of clothes to be kept at school. Each clothing item needs to be labeled with the last name of the child and placed in a clear plastic bag with the child's name visible on the outside. The clothing will be on hand if a child must change while at school. Clothing will be sent home to be washed when necessary. When clothing is sent home soiled, parents need to be sure to **bring fresh clothes the following day**.

Children will be encouraged to change their own clothing when they get wet due to play choices. Children not supplied with a change of clothes from home may need to stay in their wet ones until pick up time. If clothing is too wet or soiled to remain on the child safely and no back-up clothes have been provided, a parent/guardian will be contacted and will need to bring clothing immediately.

Outdoor Clothing – Outdoor playtime will occur **whether in rain or shine**, and children need outer wear to keep them dry and comfortable. Children need to come to school with outerwear appropriate to the day, such as a rain-proof jacket, warm coat, mittens, or hat, depending on the season. Parents need to make an effort to collect all clothing at the end of each day.

Rubber Boots – Each child needs to have a pair of rubber boots to be **kept at school for the entire school year**.

Lost and Found and Labeling – The school will keep items left behind, and not labeled, in a central Lost & Found, and will take the items left for more than a month to a donation site. **Items that are labeled** with the child's name will be returned to their cubbie.

The Staff of the Early Learning Community

The Staff at the ELC are committed to the NAEYC's Code of Ethics, which are standards of professional practice in early childhood programs. The fundamental values to which all ELC staff are committed are...

- ◆ Appreciating childhood as a unique and valuable stage of the human life cycle (and valuing the quality of children's lives in the present, not just as preparation for the future);
- ◆ Basing work with children on knowledge of child development (and learning);
- ◆ Appreciating and supporting the close ties between the child and family;
- ◆ Recognizing that children are best understood in the context of family, culture, and society;
- ◆ Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague); and
- ◆ Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.

Teachers at the Early Learning Community

Lead Teachers are educated and experienced in early childhood education, child development, and elementary education, and hold a current Oregon Teaching License. All of the Lead Teachers in the ELC a Masters degree in Teaching (MAT) or early childhood education.

Lead Teachers for the 2019-2020 school year are...

- ◆ **Preschool** (Dolphins) – Laurel Collison
- ◆ **Preschool** (Sharks)– Rachelle Mejia
- ◆ **Kindergarten** (Whales) – Ellie Rickett
- ◆ **First/Second Grade blend** (Otters) – Aja Appel

Assistant Teachers have a range of educational and experiential qualifications, and all meet the Office of Child Care requirements for Teacher.

Assistant Teachers for the 2019-2020 school year are...

- ◆ **Preschool** (Dolphins) – Rebecca Basham-Sanchez and Amy Vandehey
- ◆ **Preschool** (Sharks)– Shannon Crampton and Caroline Johnson
- ◆ **Kindergarten** (Whales) and **First/Second Grade** (Otters)– Julie Ungar

There will be **student teachers** in the kindergarten and 1st/2nd grade classes – these individuals will be earning the MAT at Pacific University during the 2019-2020 school year. During spring semester, each student teacher will assume lead teaching responsibilities for several weeks, under the continuous supervision and mentoring of the regular lead teachers. **Other part-time assisting staff** are either undergraduate and graduate level students, work study, or student or parent volunteers.

Policies regarding volunteers and student observers and assistants in the ELC

- ◆ Volunteers and student workers include student teachers, practicum students, researchers and parents.
- ◆ If volunteers/student workers have unsupervised access to children, they must be enrolled in the Criminal History Registry.
- ◆ If volunteers/student workers are counted in determining the staff/child ratios, they must meet the qualifications of the position they are filling and be enrolled in the Criminal History Registry.
- ◆ If volunteers/student workers are not registered in the Criminal History Registry, they will **not** have unsupervised access to the children. A **registered staff member** will always be with them when they are with children.

Administration at the Early Learning Community

The Director of the Child Learning and Development Center is Dr. Mark Bailey, a College of Education professor. Mark is an early childhood specialist in the college and has been a teacher for over 30 years. After beginning his career teaching preschool and kindergarten, Mark joined the Pacific faculty 15 years ago with a PhD in educational psychology. For more than a decade it has been his dream to bring a state of the art early learning center to Pacific. Mark will oversee the relationship between the university and the ELC and will coordinate research with the school.

The **School Administrator** oversees school operations, parent communications, and staff coordination. Contact the School Administrator any time for questions or concerns about your child and your family's experience in the ELC.

The **Program Assistant**, Debbie Monteith, handles reception, tuition payments, special projects, and assists in classrooms throughout the day.

All staff, whether teaching or administrative, are registered in the Oregon Criminal History Registry.

Communication and Family Involvement

The ELC values the involvement of families in the program. Following are some of the ways the school will communicate important information to families. It is expected that parent/guardians will make every effort to access these communication tools in order to stay informed about school happenings. Parents who wish to volunteer in school will be asked to sign a volunteer agreement (see page 17 of handbook).

Methods of Communication –

- ◆ **Teacher blogs** – At least weekly, and up to several times a week, ELC teachers post pictures, narrative, and reflections on class happenings.
- ◆ **White boards in the school lobby** – As with the blogs, information about the children's school day is written on these boards. It is important for parent/guardians to take note of these messages, which are composed collaboratively with the children and each teacher.
- ◆ **Group email** – The School Administrator and other staff will maintain a group email list based on the email addresses provided by families. Email messages will be sent any time there is important information to convey to parent/guardians. **It is expected that all parent/guardians check the email address they provide to the school on a regular (preferable daily) basis** to ensure important information is not missed. If email is not available to or used by the parent, it is important to make other arrangements for communication directly with the School Administrator.
- ◆ **Family mailboxes** – Important written communications, announcements, and tuition statements will be placed in family mailboxes, which are located in the school lobby.

Although drop off and pick up times may not be suitable for extensive parent/teacher conferences, they are a good time to touch base. At the request of a parent/guardian, a parent-teacher conference may be arranged to address any ongoing concerns or questions.

To reach the school during the school day –

Although there is usually a staff person at the main school phone, there will be times when staff is occupied with children. If no one answers the main school line, please feel free to leave a message – your call will be returned as soon as possible.

Each lead teacher may be reached by email (see previous page), or by leaving a message on the school phone. Messages will be given to teachers, who will return calls when not occupied with children, after school hours.

School phone numbers are: Main phone: 503.352.1481 School Administrator: 503.352.1482

Parent-Teacher Conferences – Parent-teacher conferences are held in **October** and **May**. Fall conferences are for teachers and parents to meet and informally share goals and perceptions of child's interests, strengths, and challenges. Spring conferences involve more structured review of the child's progress across a range of domains and types of activities. A written developmental record is provided to parents at the spring conference.

Informal parent-teacher conferences can be arranged by request of parent or by invitation of teacher, as needed.

Family Involvement – The ELC values active parent participation in the life of the school, through information-sharing about children, education sessions, and school activities. Parent meetings offer opportunities to learn more about the child's class, share thoughts on early childhood topics, and build relationships among parents.

Parent Concerns or Grievances – Parents are encouraged to discuss with the ELC any concerns they may have regarding policies, processes, staff, or experiences a child is having in school. Ideally, it is suggested that concerns regarding most aspects of a child’s experience in school be discussed first with the classroom lead teacher. It is also an option to meet with the ELC Administrator (Shelley) for concerns regarding enrollment, school policies, and day-to-day program matters, or with The CLDC Director (Mark) for questions regarding curriculum, research, & pedagogy.

The teaching staff, ELC administrator, and CLDC director work collaboratively to solve problems, and parents are invited to speak with any of these representatives, as they feel comfortable.

Holidays – The ELC teaching staff work collaboratively and creatively to develop plans for recognizing holidays and seasonal celebrations. These plans are based on the interests, ideas, and developmental levels of the children, to the extent that they emerge from cultural/family traditions of members of our whole community.

Child Care Services from Staff – Parents are asked to respect boundaries in requesting child care services of ELC teachers outside of school hours, understanding that 1) staff are at liberty to decline such requests and may prefer to maintain separate relationships in their work and personal lives, and 2) the ELC and Pacific University bear no legal responsibility for any private arrangements between families and staff outside of ELC operation.

Research Activities in the Early Learning Community

Research about child development is an essential part of the ELC. Parents who enroll their children grant permission for their children to be part of the naturalistic observation research that takes place daily. This type of research adheres to specific guidelines covered in the consent form.

There may also be opportunities to participate in interesting and worthwhile research projects in collaboration with the College of Education or other disciplines at Pacific University. To allow participation in special research, parents would receive a description of the project approved by our Research Director and sign a separate informed consent form. Research assistants are supervised by faculty members and by our staff.

Discipline Philosophy – Guidance Toward Social & Moral Development

A child’s understanding of social and moral rules is rooted in everyday personal experiences. Ongoing interactions with peers and adults lead children to construct cause and effect relationships between their actions and the reactions of others.

A child-centered approach to socio-moral learning allows for discovery, trial-and-error, and supportive adult guidance. It cultivates reflection, empathy and perspective-taking as habits of mind which enable continued social and emotional maturing. Authoritarian approaches and punitive control of behavior are less supportive of these deeper and more enduring learning outcomes.

It is our goal to help children grow in self-regulation and learn to direct their own behavior toward the promotion of reciprocally respectful, caring and enjoyable relationships with peers and adults.

Guidance toward this goal includes the following teaching approaches...

- ◆ Teachers establish and nurture an atmosphere in which children feel cared for, respected, and where their feelings and opinions are heard and understood.
- ◆ Teachers design curriculum, activities, routines and schedules that afford opportunities for practicing and strengthening self-regulation in emotion and behavior.
- ◆ Teachers continually observe social interactions of the children and respond proactively to situations where guidance in problem solving and direct teaching of social skills may be indicated, within the context of authentic interpersonal experiences.

Children immersed in a cooperative and respectful environment in which adults model pro-social behavior and scaffold emerging social skills will incorporate these positive strategies into interactions with peers, and become increasingly socially competent, morally conscious contributors to their community.

Anti-Violence Philosophy

At the ELC we define violence as any verbal, physical or emotional behavior that indicates intent to hurt another person or materials. In the absence of this apparent desire to harm, such behaviors are identified as hurtful behaviors rather than violent behaviors. We believe that most hurtful behaviors are a young child's inexperienced attempt to meet his or her immediate needs. Our adult role is to create environments and support interactions that empower our young children to peacefully satisfy their needs.

Anti-Bias Philosophy

The Early Learning Community at Pacific University strives to foster respect for and appreciation of diversity, both within and beyond the school. The ELC demonstrates an ongoing commitment to integrate an anti-bias philosophy into every aspect of its program. Because children live in a diverse and complex world, they interact daily with people different from themselves. Anti-bias curriculum is a process to help children develop and strengthen their self and group identities, while interacting respectfully with others in a multicultural environment. Anti-bias curriculum is a proactive approach to reduce prejudice and promote inclusiveness. The teaching staff guide children to think critically about unfairness and stand up for themselves and others in the face of bias. The anti-bias philosophy at the ELC is a commitment to address societal bias and practice our value of diversity in a developmentally appropriate way. Respect for the ELC's diverse community is reflected in the curriculum, classroom environments, parent/teacher/child interactions, staff development, hiring plans, and program goals.

Child Abuse Reporting

Children need a safe, nurturing environment that assists them to grow, learn and feel loved by their caregivers. In order to grow and learn, children's minimum needs for good nutrition, shelter, medical care, bathing, clean clothing, intellectual stimulation, appropriate discipline, love, a feeling of importance and a safe, non-violent home setting must be met. When these needs are not met, a child cannot grow and learn as easily.

Should parents/guardians of ELC children encounter difficulty in providing for their child(ren)'s emotional or physical needs, or should they recognize their child's safety is at risk, they are encouraged to ask for help. ELC staff can direct parents/guardians to appropriate resources for working through stressful parenting and family situations.

If a custodial parent, guardian, or other adult in the home is unable or unwilling to meet their child's physical or emotional needs, the ELC staff is mandated by Oregon State Law to file a report with county child protective services. It then becomes the role of the child protection unit to work with the family of the child to ensure the safety and security of the child in the home.

As mandated reporters, the ELC staff are required to make a report if there is reason to believe or suspect that a child is being neglected, abused, or subjected to witnessing domestic abuse.

The ELC expresses a commitment to provide an environment that encourages the child's safe growth and learning. If a parent/guardian feels that ELC staff is not meeting the needs of their child, they are encouraged to talk with the lead teacher and the school director.

NOTICE OF NONDISCRIMINATION POLICY:

It is the policy of Pacific University not to discriminate on the basis of sex, physical or mental disability, race, color, national origin, sexual orientation, age, religious preference or disabled veteran or Vietnam Era status in admission and access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, or any other classification protected under state or federal law, or city ordinance. Questions or complaints may be directed to the Vice President for Academic Affairs, 2043 College Way, Forest Grove, OR 97116, provost@pacificu.edu.



Lunch

Child Meal Pattern – Required Foods and Amounts

<i>Food Components</i>	<i>Ages 3-5</i>	<i>Ages 6-12</i>
TWO SERVINGS	EACH SERVING =	
Fruits/Vegetables		
<ul style="list-style-type: none"> ◆ Fruit and/or Vegetable ◆ Juice (100%) 	<ul style="list-style-type: none"> ◆ ½ cup ◆ ½ cup 	<ul style="list-style-type: none"> ◆ ¾ cup ◆ ¾ cup
ONE SERVING		
Grains/Bread – Whole Grain or Enriched		
<ul style="list-style-type: none"> ◆ Bread ◆ Bagel ◆ Cornbread, Roll, Muffin ◆ Crackers – Whole Grain ◆ Cold Dry Cereal ◆ Pasta or Noodles or Other Cooked Grain 	<ul style="list-style-type: none"> ◆ ½ slice ◆ ½ half bagel ◆ ½ serving ◆ 5–7 crackers ◆ ⅓ cup ◆ ¼ cup 	<ul style="list-style-type: none"> ◆ 1 slice ◆ half bagel ◆ 1 serving ◆ 10–12 crackers ◆ ¾ cup ◆ ½ cup
ONE SERVING		
Meat/Meat Alternate		
<ul style="list-style-type: none"> ◆ Meat or Poultry or Fish ◆ Cheese ◆ Egg ◆ Cooked Dry Beans (refried, black, pinto, etc.) ◆ Peanut or Other Nut or Seed Butters ◆ Nuts ◆ Seeds ◆ Yogurt 	<ul style="list-style-type: none"> ◆ 1½ ounces ◆ 1½ ounces ◆ ¾ egg ◆ 3/8 cup ◆ 3 Tbsp. ◆ 25–30, ⅜ cup ◆ ⅜ cup ◆ 6 ounces 	<ul style="list-style-type: none"> ◆ 2 ounces ◆ 2 ounces ◆ 1 egg ◆ ½ cup ◆ 4 Tbsp. ◆ 40–45, ½ cup ◆ ½ cup ◆ 8 ounces
1 milk – milk is served by the ELC	◆ ¾ cup	◆ 1 cup

Adapted from: http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm#Child_LunchSupper

Parent Volunteer Guidelines, Confidentiality and Agreement

The Early Learning Community acknowledges parents as children's first teachers, and strongly encourages parents to be involved in the school lives of their children. It is our hope that parents will partner with teaching staff to strengthen our community and support our students.

Under the direction of the classroom teacher, parent volunteers enhance learning by increasing the individual support available to each child. This may occur in literacy or numeracy work, special classroom projects, or class outings. This contribution and the generosity of time and effort given by parent volunteers is welcomed, valued and appreciated.

Appropriate Engagement with Children as a Parent Volunteer:

It is important for you to separate your roles as *parent* and *volunteer*. Your child is undoubtedly delighted just to have you in the room, and will better adjust to your being a volunteer when s/he sees you interacting with his/her peers equally and in the role of assisting all students.

- Volunteers need to follow the direction of classroom teachers in terms of the scope, method and manner of parent involvement needed. Parent efforts that are outside of the approaches outlined by the classroom teacher may be counterproductive or confusing to the students.
- Volunteers need to be responsive to requests from teachers to adjust their approach if needed.
- Volunteers may not take photos or video during their time in the classroom.
- Volunteers need to be mindful of providing impartial treatment of all children, and careful not to develop relationships with children that convey bias or preference. While parent volunteers may have connections with certain children outside of school, those relationships must not influence interactions with children during classroom time.
- Volunteers should resist becoming focused on their own child's work or behavior.
- It is outside the role of a parent volunteer to engage with children in tasks of a personal nature that a child can do for themselves, such as toileting or changing clothes. These needs must be referred to an ELC staff person.
- Volunteers must be in a room with regular ELC staff at all times that they are interacting with ELC children (other than their own).

Confidentiality of Student Information

Parents who volunteer to work in the classroom are formally and informally given access to information about the students with whom they interact. The privacy rights of students are protected by FERPA (Family Educational Rights and Privacy Act, a federal law protecting privacy of student records), and all parent volunteers need to be mindful of this legal obligation to confidentiality. FERPA mandates that **parents never share or discuss academic or behavioral information or observations related to children in the school**, to which they may have access as part of a volunteering activity, with any person besides school staff.

In practice:

- ELC child information is confidential.
- Confidentiality of student records protects the identity and increases the security of all children in the ELC.
- No volunteer is authorized to share child information with anyone outside of the staff of the ELC.
- As a volunteer, any question directed to you about a particular child (other than your own) by anyone (other than ELC staff) should be referred immediately to the Lead Teacher, and you must decline to provide an answer.
- The ELC requires parent volunteers to sign this confidentiality statement of understanding in relation to matters of individual student work, behavior and performance during the time spent volunteering.

I have read the statements above and will follow the conduct and confidentiality guidelines as described. I recognize that the faculty of the ELC may need to adjust the parameters of my volunteer work at any time. Furthermore, if my presence is deemed inappropriate for any reason by the faculty of the ELC, I recognize that I may be asked to leave and will immediately comply.

Parent Name: _____

Signature: _____

Date: _____

ENROLLMENT AGREEMENT – SCHOOL YEAR 2019-2020

Confirmation of Enrollment for the Early Learning Community

As his/her parent/guardian(s), I/we wish to enroll _____
NAME OF CHILD
in the Early Learning Community for school year 2019-2020.

By signing below, I/we agree to the following:

- I/we have read, understand and agree to comply with ELC policies as outlined in the Parent Handbook 2019-2020, accessed on the the ELC website (pacificu.edu/elc), Current Families page. I/we understand that independence in toileting is a precondition for enrollment, and withdrawal of our child will be required if potty training is not complete. I/we understand that a hard copy of the Parent Handbook is available from the ELC office upon request.
I/we understand that signed Media and Research Consents are required for enrollment (pg 7-8 of this form).
I/we agree to pay tuition on time and as billed (ten, equal payments, each 1st of month, September through June), according to our verified income level, and published rates for the school.

Parent/Guardian permission for the ELC to seek medical/dental treatment and/or transport, based on medical/dental information provided on the ELC registration form and emergency card:

I give consent to have my child receive first aid by the ELC staff and receive first aid and emergency medical treatment by emergency personnel, and to be transported to receive emergency care, if necessary. I understand that the ELC will use emergency transport as dispatched by the 911 operator, and I will be responsible for all medical and transport charges. I give consent for the emergency contact person(s) listed above to act on my behalf until I am available. I agree to review and update this information whenever a change occurs.

Parent/Guardian permission for ELC walking field trips:

By signing below, I/we give permission for the ELC to take my/our child on walking field trips around the University and nearby locations. Additional permission will be requested for field trips requiring car transportation.

Parent/Guardian permission for inclusion in family directory:

By signing below I/we give permission for our contact information to be included in the ELC Family Directory and distributed to ELC families (only).

- YES, include our contact information (email address and phone numbers) in the directory
YES, include our family in the directory, but ONLY the following contact info: []
Do not include any of our contact information in the directory

Communication preferences: Email messages will be sent any time there is important information to convey to parents. Parent/guardian agrees to check the email address provided to the school on a regular (preferably daily) basis. If email is not available or used, parent is responsible for making other arrangements for communication with the School Administrator.

SIGNATURE:

By signing below, I agree to all of the above statements with respect to the child named above.

Parent/Guardian Signature Date Name Printed

Photo/Media Release – School Year 2019-2020

At the ELC, documentation is an important element in support of your children’s work and learning. Students and teachers will be taking and displaying digital photographs, constructing portfolios of student work, and creating ELC web pages and blogs that will allow you to keep current with your child’s efforts at school. Also, allowing University students to record examples of children at work and to reflect on the process of learning is vital to their preparation for becoming teachers and professionals. While the language below is written in legalese, please know that we will always place your child’s interests foremost in determining what is appropriate to photograph and to share. If you have special circumstances please let us know and we would be glad to accommodate your needs.

I, the undersigned hereby grant Pacific University and all of its respective faculty, students, and ELC observers, the right to use and publish the picture, videos, work and/or testimonial of

_____,
Print Child’s Name

and/or any of the above child’s family or friends who may be present during Early Learning Community operation or events.

I acknowledge that the permitted use includes any medium, without restriction and compensation of any kind. I further agree that my child’s picture, videos, work and/or testimonial may be used with whatever visuals, copy or other elements the ELC at Pacific University may determine, subject to the terms of this general release, and I agree that all such materials produced hereunder are and will remain the sole and exclusive property of the ELC at Pacific University and will not have to be reviewed with me prior to their use, and that the ELC at Pacific University will have no liability to me resulting from the Permitted Use.

I acknowledge that if in the future I submit a written withdrawal of the foregoing permission to the school’s director, such withdrawal of permission will pertain only to future or new materials, and will not terminate the Permitted Use with respect to any material previously produced or used.

Parent Signature

Date

Print Parent Name

Notice to Parents Regarding Research in the Early Learning Community

The Early Learning Community (ELC) at Pacific University is a learning and research facility, and for this reason we have an opportunity to participate in interesting projects designed to support learning at multiple levels. To assure that all the projects involving children are positive experiences, we adhere to the following guidelines:

- ◆ The CLDC Director evaluates proposals of all research projects to assure that they are in line with the overall philosophy and goals of the ELC. Once approved, a project may begin.
- ◆ If a Pacific University student is involved in conducting the research project, the student will be directed and supervised by a Pacific University faculty member.
- ◆ If the project involves dissemination outside of Pacific University, the research proposal will also be submitted to the Pacific University Institutional Review Board (IRB) for approval and will not begin until both the IRB and the CLDC Director give approval.
- ◆ Once approved by the IRB, the CLDC and ELC Directors will discuss the project with ELC classroom teachers and guide the integration of the project into classroom plans and curriculum.

Parental Permission for Child Participation in Research Studies Form (see below)

This document, to be signed by parent/guardian(s), grants permission for your child to participate in any research project during the school year that meets the following criteria:

- ◆ The research does not involve removing children from the learning environment
- ◆ The research does not alter children’s typical school routine
- ◆ The research does not involve interactions with adults outside of the supervision of ELC teachers
- ◆ The research does not involve dissemination outside of Pacific University

In all other cases, separate parental permission is necessary for each child who participates. As the parents, you will be offered the opportunity to allow your child to participate through a posting/sign-up sheet in the classroom and/or office. Interested parents will be provided with full details of the research project as it involves the children in the ELC. Studies will be planned so that a child is not asked to participate in an inappropriate number per semester. When the time comes for the study to begin, if a child does not want to participate, the child need not do so and permission may be withdrawn. In all cases and at any time, parents may withdraw permission for their child to participate in a particular study.

For research purposes, it is often helpful for investigators to have certain information about children involved. The ELC will routinely let all observers know the names and the ages of the children in the classrooms. Any other information will be requested on the permission form specific to the project. Study reports or publications will exclude child names and other identifying information.

Parental Permission for Child Participation in Research Studies – School Year 2019-2020

I/We understand that the Early Learning Community (ELC) at Pacific University is a research facility and I/we give our permission for our child, *(print child name)*

to take part in research activities as outlined above, in the **Notice to Parents Regarding Research in the ELC.**

I/We understand that I/we will be informed of the nature of the research and may request at any time for our child not to participate in a particular study.

Parent Signature

Date

Print Parent Name