

Cobb Childcare & Preschool
PARENT HANDBOOK



2019/2020

History

Cobb Children's Learning Center opened its doors October 31, 1994 as a non-profit childcare center for children ages 6 weeks to 10 years. Over the last 25 years, Cobb has continued to grow. Our Childcare on Walnut Street, serves approximately 100 children ages 6 weeks through 5 years.

Since the very beginning, Cobb has been focused on providing an emergent, child-centered program that is focused on hands-on, experiential learning. We believe in nurturing each child's individual strengths, providing a warm and loving environment to explore and grow, and giving children the opportunity to build strong and meaningful relationships with adults and peers. This remains our focus each day.

Mission Statement

Cobb Childcare and Preschool inspires and challenges young learners to explore with curiosity and to become compassionate, courageous, and collaborative community members.

Cobb Children's Learning Center's mission is to provide high-quality, equitable care for Douglas County families

Philosophy

Cobb Childcare and Preschool works in partnership with parents to encourage imagination, self-reliance, and the life-long desire for learning through child-centered exploration and discovery in a nurturing environment that supports the development of strong and productive relationships with adults and peers.

General Center Information

ADMINISTRATION

Executive Director: Jessica Gaul
Jessicag@cobbsschool.org

Center Director (Acting)
Jessica Gaul

Associate Director: April Alleman
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HOURS OF OPERATION

Cobb Childcare & Preschool is open Monday through Friday from 6:30am to 6:00pm. The center is closed for the following holidays:

New Year's Day
Memorial Day
Independence Day
President's Day

Labor Day
Thanksgiving (3 days)
Christmas (3 days)

Additionally, we are closed during the year for three Staff Development Days

WITHDRAWING FROM THE PROGRAM

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

Cobb Childcare & Preschool reserves the right to unenroll any child from our program for reasons of non-cooperation and/or failure to abide by safety rules, delinquency in fee payment, or inability of the child or parent to adjust to the program. We cannot keep children enrolled in our program who threaten the safety of other children and/or our teachers due to behavioral concerns.

DISASTER PLAN

We don't expect any disasters, but we are prepared in the event one occurs.

Should we need to close our building for any reason, we will contact you as soon as possible to make arrangements for your child's pick-up. In the event our facility becomes uninhabitable during a time when children are present, we will evacuate from the building and walk our students to safety. Our location for congregating in this scenario is the Boys & Girls Club of the Umpqua Valley, which is located at

Licensing requires that we are prepared in the event of an earthquake with adequate food, water, blankets, diapers, and flashlights to last for three days. We hope we never need to put these plans into practice, but rest assured we have protocols in place in the event an emergency requires such a response.

CERTIFICATION

Cobb Childcare is licensed annually by the Oregon Department of Education Early Learning Division Office of Child Care. The licensing process involves onsite visits from the Roseburg Fire Inspector, Douglas County Environmental Health Department and the Oregon Department of Education Early Learning Division Office of Child Care.

Questions or complaints regarding the facility should be directed to Oregon Department Education Early Learning Division Office of Child Care at 503-947-1400 or 800-556-6616.

FUNDRAISING

As a not-for-profit organization, Cobb relies on generous support from countless families, funders, community members and philanthropic organizations to meet our annual budget. There are a number of ways you can support the financial strength of our organization:

- Attend and participate in fundraising events which take place periodically throughout the year.
- Contribute to our annual end-of-year campaign.
- Shop at www.smile.amazon.com anytime you're shopping on Amazon. Select "Cobb Children's Learning Center" as your charity of choice.
- Save your recyclable bottles and cans and donate the refund to Cobb at the Roseburg BottleDrop center. You can donate the proceeds to Cobb through the app, or drop your cans/bottles off in a blue bag marked with a sticker designating proceeds go to Cobb. Bags for cans are available at the front check-in desk at Cobb Childcare! Bring a bag to work & drop it back off to us- we'll take care of the rest!

Have family, friends and neighbors support us, too with any of these! The more the merrier – and the stronger our program and organization will be!

Programs

There are 9 programs offered at Cobb. They are:

- **Rabbits** 6 weeks to 12 months
- **Chipmunks** 8 months to 18 months
- **Frogs** 14 months to 26 months
- **Foxes** 24 months to 36 months
- **Turtles** 26 months to 38 months
- **Deer** 26 months to 38 months
- **Raccoons** 3 years to 4 years
- **Hummingbirds** 4 years to 5 years
- **Owls** Entering Kindergarten

All age ranges are estimated, as we create our classroom spaces by taking into account not only the age of the child, but developmental activities such as communication, motor skills, potty-training etc. In addition, Cobb provides a summer camp program to children ages 5 on September 1st-7 years.

RATIOS

At Cobb Children's Learning Center, we maintain the following staff-to-child ratios at all times in our classrooms:

<u>Age of Children</u>	<u>Minimum Ratio of Staff to Children</u>
6 weeks to 2 years	1 staff for every 4 children
2 years	1 staff for every 5 children
3 years	1 staff for every 10 children
4 years	1 staff for every 10 children
5 years to 10 years	1 staff for every 15 children

Children of different age groups may be combined if the following guidelines are followed:

- Infants are never combined with children over the age of 18 months, except in certain circumstances (e.g., at open or close of the center, if children are siblings).
- Children 18 to 24 months may be combined in a classroom with children two years of age, as long as the ratio of 1 to 4 is maintained.
- Children 2 years old may be combined with children who are 3-5 years old as long as the ratio of 1 to 5 is maintained.
- Classrooms of children 3 years and older may be combined, with the ratio determined by the age of the majority of the children in the group.

Cobb Childcare & Preschool is a private, not-for-profit program licensed by the Oregon Department of Early Learning.

Organizational Structure

Cobb Childcare's daily activities are overseen by the Director and Assistant Director, with support and oversight from Cobb's Executive Director.

Cobb Childcare and School are overseen by our Board of Directors, which provides strategic and fiscal oversight for the organization. The Board is comprised of community members and parents of childcare and school students. A list of board members can be found on our website, along with an prescreening application if you'd like to be considered.

Weather-Related Closures

Cobb Childcare & Preschool will remain open during light weather. Inclement weather that may require vehicle chains, or may include power outages will result in center closure. The criteria for remaining open is defined as whether or not we are able to provide quality and safe care for children during the weather episode. The Director and/or Assistant Director will monitor the weather and local news stations to determine when it is appropriate to close the center early or cancel care for the following day.

In the event that Cobb closes early or cancels care for the following day, parents will be contacted and informed of the situation via BrightWheel, or parent communication and attendance app. Children should be picked up in a reasonable amount of time to ensure all parents, children, and staff can travel safely home. Tuition is not reduced due to unforeseen closures

Health & Safety

ILLNESS

Our first priority at Cobb Childcare & Preschool is providing a healthy, safe learning environment for all children. Children will be sent home as soon as possible if any of the following is experienced: an illness prevents the child from participating comfortably in activities (as determined by the staff); or a child is experiencing any of the following conditions:

- **Fever** of 100 or greater when taken under the arm, until 24 hours symptom free without fever reducing medication
- Signs/symptoms of severe illness, including: lethargy, uncontrolled coughing, inexplicable irritability or persistent crying, difficulty breathing, and/or wheezing
- **Diarrhea** (not associated with diet changes or medications) (Two instances) until diarrhea stops for 24 hours or the continued diarrhea is deemed not be infectious by a licensed health care professional.
- **Vomiting** (One instance) unless immediately after eating without other symptoms. The child can return after vomiting has been resolved for 24 hours
- Persistent abdominal pain (continues more than 2 hours) or intermittent pain associated with fever or other signs/symptoms of illness
- Mouth sores with drooling, unless a health care provider determines the sores are not contagious
- Unknown rash until a physician determines that these symptoms do not indicate a communicable disease
- **Pink eye** (conjunctivitis) until after treatment has been initiated for 24 hours
- **Head lice**, from the end of the day until after first treatment

- **Scabies**, until after treatment has been completed
- **Tuberculosis**, until a health care provider states that the child is on appropriate therapy and can attend child care
- **Impetigo**, until 24 hours after treatment has been initiated
- **Hand Foot and Mouth** sores have dried and crusted and no fever
- **Strep throat**, until 24 hours after initial antibiotic treatment and cessation of fever
- **Chicken pox**, until all sores have dried and crusted (usually 6 days)
- **Pertussis**, until 5 days of appropriate antibiotic treatment has been completed
- **Mumps**, until 9 days after onset of symptoms
- **Hepatitis A virus**, until 1 week after onset of illness
- **Measles**, until 4 days after onset of rash
- **Rubella**, until 6 days after onset of rash
- Unspecified respiratory tract illness accompanied by another illness which requires exclusion
- **Herpes simplex**, with uncontrollable drooling

A child who becomes ill while at Cobb must be removed from the classroom in order to limit exposure of other children to communicable disease. An ill child will be sent to the office to wait for his/her parent to arrive.

Cobb Childcare & Preschool reserves the right to make the final determination of exclusion due to illness. Any exceptions to our illness policy will require a written note from a licensed health care professional stating that the child is not contagious.

ADMINISTERING MEDICATION

Cobb Childcare & Preschool is happy to administer necessary medication to your child under the following conditions:

Whenever possible, it is best that medication be given at home. Dosing of medication can frequently be done so that the child receives medication prior to going to child care, and again when returning home and/or at bedtime.

Medication will only be given when ordered by the child's health care provider and with written consent of the child's parent/legal guardian. A "**PARENT CONSENT FOR ADMINISTRATION OF MEDICATIONS**" form is Required to administer *ANY* medication to children, including over the counter. All information on the Consent Form must be completed before the medication can be given. Copies of this form can be duplicated or requested from the child care provider.

"As needed" medications may be given only when the child's health care provider completes a Permission Form that lists specific reasons and times when such medication can be given. Our staff cannot be responsible for determining "as needed," as the interpretation may vary depending on a variety of factors.

Medications given in the Center will be administered by a staff member designated by the Center Director and will have been informed of the child's health needs related to the medication and will have had training in the safe administration of medication.

Any prescription or over-the-counter medication brought to the child care center must be specific to the child who is to receive the medication, in its original container, have a child resistant safety cap, and be labeled with the appropriate information as follows: Prescription medication must have the original pharmacist label that includes the pharmacist's phone number, the child's full name, name of the health care provider prescribing the medication, name and expiration date of the medication, the date it was

prescribed or updated, and dosage, route, frequency, and any special instructions for its administration and/or storage. It is suggested that the parent/guardian ask the pharmacist to provide the medication in two containers, one for home and one for use in child care.

Over-the-counter (OTC) medication must have the child's full name on the container, and the manufacturer's original label with dosage, route, frequency, and any special instructions for administration and storage, and expiration date must be clearly visible. All over the counter medication must have age and weight appropriate dosage for the child. OTC medication without instructions for administration specific to the age of the child receiving the medication must have a completed Permission Form from the health care provider prior to being given in the child care center. OTC medication cannot be administered for longer than recommended on the original container *OR* seven (7) days, whichever comes first.

All medications will be stored: 1) Inaccessible to children in a locked medication box in the Piazza. 2) Separate from staff or household medications 3) Under proper temperature control 4) A small lock box will be used in the refrigerator to hold medications requiring refrigeration.

For the child who receives a particular medication on a long-term daily basis, parents are responsible for checking the medication to ensure it can be refilled in time.

Unused or expired medication will be returned to the parent/guardian when it is no longer needed or be able to be used by the child; we will communicate expiry of medication to parents via BrightWheel. Medication not picked up within seven (7) days of notification will be destroyed.

Records of all medication given to a child are completed in ink and are signed off by the Center Director or his/her designee prior to administering. These records are maintained in the Center.

Information exchange between the parent/guardian and child care provider about medication that a child is receiving should be shared when the child is brought to and pick-up from the Center. Parents/guardians should share with the staff any problems, observations, or suggestions that they may have in giving medication to their child at home, and likewise with the staff from the center to the parent/guardian.

IMMUNIZATIONS

State law requires that immunization records are current and appropriate. When your child receives an immunization or a booster, please let the Director know so that records can be updated.

NOTICE OF EXPOSURE & REPORTING DISEASE

If a child or staff member is found to have a communicable disease, a notice will be posted on the door of all affected classrooms. Additionally, families who have provided an email address will receive email notification of the illness.

DOCUMENTATION OF ACCIDENTS/INCIDENTS

In the event a child is reported to have a communicable disease, the Director will notify the health department.

Staff members will document accidents and incidents that occur at Cobb using the Accident/Incident reporting feature in BrightWheel. If the injury is serious, a parent needs to be contacted before pick-up. The parent shall acknowledge the report the same day as the incident.

MEDICAL EMERGENCIES

At all times, there are personnel on-site certified in first aid and CPR. Most injuries that occur at childcare only require a cold cloth and plenty of TLC. Any injury requiring more than that will be documented in the accident report. The completed report requires a parent signature. Once signed, accident reports are kept on file electronically.

If we feel that an injury requires evaluation by a medical professional, we will contact you immediately. Should a life-threatening incident occur, we will immediately call 911 for emergency support. First aid will be provided and an ambulance will be summoned. The parent will be called immediately. A complete written medical emergency plan is available on request.

On occasion a child may receive a bump, bruise or bite that goes unnoticed by staff. We always try to prevent such occurrences. Please bring them to our attention when they do occur.

BITING

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

When biting happens, our response will be to care for and help the child who was bitten first; then, we will help the child who bit learn a more appropriate behavior. Our focus will not be on punishment for biting, but on effective behaviors that address the specific reason for biting. Notes will be written to the family of the child who was bitten and to the family of the child who bit. We will work together with the families of each child to keep them informed and to develop strategies for change. If the biting occurs regularly and is severe, or is not developmentally appropriate we will follow our policies for dismissal from care.

DOCUMENTATION OF HEALTH INCIDENTS

All parents will be notified of any communicable illnesses present in the center via a sign posted on the main entrance to the center explaining the illness. In addition, parents with children in the classroom of the infected child will receive an email regarding the illness.

DOCUMENTATION OF ALLERGIES

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

DOCUMENTATION OF SPECIAL HEALTH CARE NEEDS

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

ACCESS POLICY

Any person in the center who is not an owner, staff member, substitute, or subcontracted staff or volunteer who has had a record check and approval to be involved with child care **shall not** have unrestricted access to children for whom that person is not the parent, guardian or custodian, nor be counted in the staff to child ratio. **Unrestricted access** means that a person has contact with a child alone or is directly responsible for child care.

Person who do not have unrestricted access will be under the direct supervision and monitoring of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the Classroom Teacher.

Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If a staff member is unsure about the reason, the Director or Assistant Director to get approval for the person to be on site. If it becomes a dangerous situation, staff will follow the “Dangerous Adult” procedure. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc., will be monitored by a paid staff member and will not be allowed to interact with children on the premises.

A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian or custodian) who is required to register with the Oregon sex offender registry:

- Shall not operate, manage, be employed by, or act as a contractor or volunteer at the child care center.
- Shall not be on the property of the child care center without written permission from

VISITORS

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

THIRD-PARTY OBSERVATIONS

Occasionally, Cobb Children’s Learning Center will participate in third-party observations for children who have contracted with partner agencies for behavioral, health, education or other services. When a third-party enters the facility, they will sign in & out as visitors and be under the supervision of a qualified staff member at all times. At no time will any third party be alone with children.

Visiting observers will only observe and document information relating to the child of the family with whom they have contracted. Cobb Children’s Learning Center will never discuss or release information about any children who are not part of the third-party agreement. Families will generally not receive notice in advance of observations,; it should be expected that third-party visits will be intermittent, brief and for the purpose of supporting the student with whom the agency has contracted.

Curriculum

Curriculum at Cobb Childcare and Preschool is emergent and responds to the child's interests. Its practice is open-ended and self-directed. It depends on teacher initiative and intrinsic motivation, and it lends itself to a play-based environment. Emergent curriculum emerges from the children, but not only from the children. Curriculum emerges from the play of children and the play of teachers. It is coconstructed by the children and the adults and the environment itself. To develop curriculum in depth, adults must notice children's questions and invent ways to extend them, document what happens, and invent more questions. The process is naturally individualized.

Rather than use a boxed or prepackaged curriculum which can limit the creativity and attentiveness to individual learners, Cobb teachers adapt with a flexible approach, pulling curriculum from the following:

- *Children's interests*
- *Teachers' interests*
- *Developmental tasks*
- *Things in the physical environment*
- *People in the social environment*
- *Curriculum resource materials*
- *Serendipity—unexpected events*
- *Living together: conflict resolution, caregiving, and routines*
- *Values held in the school and community, family, and culture.*

Perhaps the most common misgiving is that emergent curriculum is a free-for-all. Rather, it requires that teachers actively seek out and chase the interests of the children. This teaching environment demands a high degree of trust in the teacher's creative abilities, and envisions an image of the child as someone actively seeking knowledge. A standardized curriculum that is designed to replicate outcomes can eliminate all possibility of spontaneous inquiry, stealing potential moments of learning from students and teachers in a cookie-cutter approach to education in the classroom. Given the diversity, creativity and inquisitive nature of the children we teach, accepting a pre-boxed recipe for teaching, evaluation, and assessment is stifling and authoritarian at best. Each child we teach is unique, requiring us to use our own judgment, instead of rules, to guide our teaching practice. To teach well, educators must ensure that creativity and innovation are always present.

DAILY SCHEDULE AND ACTIVITIES

The staff work cooperatively to create a daily schedule and plan activities that meet each child's developmental abilities and needs. Every staff member is responsible for the carrying out the schedule and activities. The daily schedule is flexible and designed to allow children ample opportunity to participate in their best learning.

Each classroom works together at the beginning of the year to establish classroom norms and behavior expectations. These behavior norms and expectations help to create peace and consistency within the classroom, while encouraging the children to be good stewards of their space.

Lesson plans and milestones are posted in Brightwheel, while observations, documentation and daily notes are posted both inside and outside the classroom.

PHYSICAL ENVIRONMENT

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

An emergent classroom is a nontraditional learning environment where there are no assigned seats. Children have easy access to supplies and learning material, and are consistently inspired and encouraged to direct

their own learning. Because students learn directly from their learning environment, an emergent classroom is set up in a way that is meant to be a reflection of the culture that the child lives in.

Students are encouraged to use all their senses beyond verbal and written communication. This approach allows children to express themselves in any way they feel comfortable—whether that be by specific movements like dancing, making music, or even playing pretend. This places power in other methods of expression other than the standard written and verbal forms of communication. This approach gives meaning to early literacy, where children can thrive in a literacy rich environment that is reflective of their interests.

Collaboration and team-thinking are also a big focus in an emergent classroom. This allows teachers to help children build their communication and response skills. For example, if children have different opinions about a specific topic, the teacher will encourage all opinions and ideas and rather than insinuate one idea is more accurate than the other. Instead, she or he will facilitate a supportive discussion amongst the children so they can learn how to constructively communicate with their peers. This approach encourages students to be open to others' thoughts and theories, as well as to develop a sense of respect and self-confidence in their own opinions.

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

OUTDOOR PLAY

Outdoor play is incorporated into the daily schedule for both the morning and afternoon, in almost all-weather conditions. In the event of rain, severe wind/cold, or extreme heat (defined as 100 degrees or higher), children are permitted to remain indoors.

SUNSCREEN

During the summer months, and on days when the temperature exceeds eighty (80) degrees, Cobb Childcare & Preschool will apply sunscreen to students in the afternoon, before sun exposure. Parents will be asked to sign a consent form to allow their child to have sunscreen applied. Cobb Childcare and Preschool offers children's sunscreen, (fragrance and gluten free, non-comedogenic, hypoallergenic, water resistant) but parents may provide their own brand if they wish. We ask that parents do not bring in aerosol sunscreen and that parents be responsible for applying sunscreen to students in the morning before they arrive.

WHAT TO WEAR

We highly recommend children wear washable play clothes each day as learning and playing are often messy! Please provide an additional change of clothing appropriate for the season that can be left at the Center. If we get wet, dirty or have an accident, we need a change of clothes and appreciate having one on-hand.

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

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

Any clothing that promotes or advertises violent or non-social behavior is not allowed. Cartoon or TV characters, slogans, music groups, or advertisements that include negative messages, alcohol, tobacco or drug references or products are not allowed. If your child arrives at school with any of these items, he or she will be asked to turn the clothing inside out for the remainder of the day.

NAP/REST TIME

Nap time is a protected time for staff, and is when staff have the opportunity during the day to eat their own lunch!

The Oregon Early Learning Division requires that all children be provided a regularly scheduled nap or rest time. Children will not be forced to sleep but will be encouraged to lie quietly for a period of time. All children are settled down for nap at 12:30, and while there is no hard and fast rule regarding the maximum amount of time a child must remain resting, generally speaking, children will be provided alternative quiet activity to participate in on their cot if unable to rest after 1:30pm.

Infants sleep according to their own schedule. We log infants' naps each day and share information for each child in his/her daily report. Babies have their own designated cribs to sleep in and are always put to sleep on their backs. We cannot accommodate blankets in the cribs, and ask that infant parents provide a sleep sack for napping.

TOILET TRAINING

The most important factor in making the toilet learning experience successful and as low-stress as possible is a family/teacher partnership that supports the child.

Research indicates that children cannot successfully learn how to use the toilet until they are physically, psychologically, and emotionally ready. Most positive toilet training occurs only after children show control of their bodily functions and demonstrate enthusiasm for using the toilet. We work with parents to make sure that toilet learning is carried out in a manner that is consistent with your child's physical and emotional abilities and your family's readiness, approach and concerns.

Toilet training is a big focus in our toddler classes for those who are ready! Children must be fully toilet trained before joining the Preschool classes, as we do not have diaper changing stations for children over the age of three. Occasional accidents do happen, so we ask all families to bring an extra change of clothes to be kept in the child's cubby.

CLASSROOM TRANSITIONS

Children begin the transition to their next classroom adventure during the summer months. We strive to minimize transitions during the school year unless combining children before 8:00 am, or after 4:00 p.m. Children will join their new classes each September 1st, and stay with that group of friends until June 1st, when they begin to explore other classrooms. Before moving children to the next classroom, we consider the age of the child, the child's readiness, and availability of space in the next older class. We are unable to accommodate parent requests for classroom placement.

WEAPONS/VIOLENT PLAY

There is a strict policy of allowing no weapon play at Cobb Childcare and Preschool. Children are not permitted to play with weapons of any type or size or to pretend that other items are weapons, including their fingers, hands, or blocks. Redirection is used when a child is engaging in weapon or violent play. Competitive behavior is minimized in our programs. In young children, competition often increases negative behavior and decreases acceptance of others. Bullying is not considered acceptable behavior; all efforts will be made to guide children in finding appropriate ways to interact with others.

TOYS FROM HOME

Toys from home often get broken or lost, and sometimes are very difficult for children to share. Please have your child leave toys at home or in the car. Even on sharing day, toy weapons or toys that encourage or promote violence or any sort are not allowed. We also ask that you leave gum, candy, and money at home.

BEHAVIOR

During the first five years of life (and often longer!), children are just beginning to learn how to handle their own intense emotions and conform to the behavioral expectations of society. As parents know, this is a lengthy process. It is also a central aspect of children's social and emotional development that can be guided using strategies based on research into early brain development.

We define challenging behavior as any behavior that:

- interferes with children's learning, development and success at play;
- is harmful to the child, other children or adults;
- puts a child at high risk for later social problems or school failure.
- It can be direct (e.g. hitting, pushing, biting, kicking) or indirect (e.g. teasing, ignoring rules or instructions, excluding others, name-calling, destroying objects, having temper tantrums).

Cobb staff sees working with children's challenging behavior as an integral aspect of the job. The word *discipline* has, as its root meaning, "instruction" or "training." This meaning, rather than punishment, is the foundation for our approach to guiding children's behavior. We accept that young children will sometimes display their emotions or try to achieve their goals in unproductive or immature ways. That is simply part of being very young. Much of children's most valuable learning, especially in a group setting, occurs in the course of behavioral problem solving. The approaches we use vary by age group, but have the following elements in common:

- **Adults model positive behavior.** We show that we can accept, control and express feelings in direct and non-aggressive ways; we let children know that we are not afraid of their intense emotions and will not punish, threaten or withdraw from them.

- **Teachers design the physical environment to minimize conflict.** We provide multiples of toys and materials for groups of children, define classroom and outdoor areas clearly to allow for both active and quiet play, and strive to maintain an appropriately calm level of stimulation.
- **Teachers maintain age-appropriate expectations for children's behavior.** We attempt to minimize unreasonable waiting and transition times, and limit the length of large group and teacher-directed activity times according to children's developmental levels. We give children large blocks of uninterrupted time during which to make their own activity choices.
- **Teachers and children collaborate to establish simple rules, or expectations, for the classroom community.** Older preschool children participate in this process early in the school year. When issues arise, adults and children can reference the classroom norms such as “Be safe, Be kind, Be respectful” guidelines as reminders about what kinds of behavior facilitate life in a group setting.
- **Adults closely observe and supervise children's activities and social interactions.** With our high ratios of adults to children and our emphasis on attentive observation, we can often intervene to guide children before situations escalate.
- **Adults help children verbalize their feelings, frustrations and concerns.** The staff will help children describe problems, generate possible solutions, and think through logical consequences of their actions. Even babies will hear their caregivers describing actions, problems, solutions and logical consequences. The adult role is to be a helper in positive problem solving. We want children to value cooperation and teamwork. We help them to learn peaceful, productive approaches to interacting with peers. We actively engage the child and acknowledge their feelings, helping the child give the emotion a name e.g. “I see your face looks like this (models face). That tells me you are feeling angry.”
- **Children whose behavior endangers others will be supervised away from other children.** This is not the same as the practice of using a “time out” (the traditional chair in the corner) for a child. In fact, we do not use time outs as a method of discipline; children are still developing skills for **thinking and learning** in a predictable sequence. They do not yet possess the cognitive ability to “think about what they did.” Rather, an adult will help the child move away from a group situation. The child will then process the problem verbally with the staff member and any other concerned parties. An adult will stay close to any child who is emotionally out of control and needs private time to regain composure. It is not uncommon for our administrative team to take the child on a “body break” where he or she can have some alone time and reset their emotions with assistance. Breathing exercises and other mindful activities are performed during this time to help the child learn to self-regulate.
- **Discipline, i.e., guidance, will always be positive, productive and immediate when behavior is inappropriate.** *No child will be humiliated, shamed, frightened, or subjected to physical punishment or verbal or physical abuse by any staff member, student, or volunteer working in our programs.* Every member of the Cobb professional staff understands and follows our disciplinary approach as well as the standards on guidance and management in our Oregon State Licensing Regulations.
- **When a pattern of behavior persists that endangers self, others or property, or significantly disrupts the program, we will work with a child's family to find solutions, up to and including referral for outside services or exclusion from the Cobb program.**

Field Trips

As part of an emergent approach, Cobb Childcare and Preschool encourages community engagement and utilizing our local resources whenever possible. Therefore, Cobb Childcare and Preschool offers a variety of experiences both at and away from the center. Field trips are a creative way to enrich a theme and expand the learning environment. Parents will be notified of all field trips at least one week before the planned field trip, and are always encouraged to join us!

Teachers may decide and are encouraged to conduct short, unannounced walking field trips including but not limited to: walks as a class around the perimeter of the building and/or nearby neighborhoods; trips to local playgrounds; trips to local businesses.

Arrival and Departure

ARRIVAL

We ask that all children arrive at the center no later than 9:00 am. If your child will be absent, or will arrive after 9:00 am, we request that the parent notify the school by phone call, email, or via the BrightWheel app. Children who have not arrived at the program by 9:00 am without notice will be marked absent and a phone call will be made to the family.

DEPARTURE

During the enrollment process, each family completes their emergency contact and authorized pickup people within the BrightWheel app. This provides authorization for select individuals to pick-up children from the center. If we are not familiar with the person attempting to pick-up a child, we will request photo identification and cross check that they are on the authorized pickup list.

LATE PICK-UP

Our faculty schedules are based on your children's schedules and state mandated teacher/child ratios. When parents are late to pick up their children it causes hardships for faculty because they are unable to leave at the end of their scheduled shift. It causes a hardship for the center, as staff begins accruing overtime pay. Additionally, many teachers have classes, families and regular commitments for which they are responsible. It can also be distressing for children to be left at the center after hours. Late pick-up is not a normal program option and should be considered an exceptional occurrence.

Late fees are assessed when children are picked up after 6pm. This fee is \$1.00 per minute/per child and this fee will be added to the families billing account. Parents who are frequently late picking up their children may be required to withdraw from the program at the Director's discretion.

Meals and Nutrition

All meals served at Cobb Childcare & Preschool are cooked on-site by our chef, who focuses on providing fresh and healthy foods for our children. Menus are made available to families in the Center and on our website.

Cobb Childcare & Preschool participates in the USDA Food Program, and all meals meet the program's requirements. The cost of meals are included in your child's monthly tuition. We are able to avoid charging families for meals by seeking reimbursement from the program. For this reason, it is required that every family complete a meal program form annually to determine reimbursement amounts. Families who do not complete the form are unable to participate in the meal program.

Meals are served Family Style at Cobb Childcare & Preschool, and children and teachers sit together at tables, serve themselves from child-size platters, pour drinks from small pitchers, and share thoughts and experiences as they eat.

When spills and splatters occur, children wipe them up with teacher encouragement and guidance. Before the meal, children help set the table and afterwards, clean their own area. Family style dining helps with child development as it connotes everyone sitting together at a table, serving themselves, and sharing thoughts. Normally, the atmosphere is calm and promotes unity. Self-service fosters independence and empowers children to feel in control of their choices, thus eliminating power struggles. Teachers and children encourage one another to try different foods.

How Child Development Improves with Family Style Meals

- Children learn cooperation and social skills as they practice patience by sharing, passing platters, taking turns, waiting, and using appropriate language and manners.
- It helps develop language skills as they engage in teacher or other student-inspired conversations, share the best and worst part of their day, play word games, make up stories, or discuss current events relevant to their age group.
- Family style dining expands fine motor skills as children serve themselves, learn to hold flatware, and pour their own beverages.
- Children learn mathematical skills, including spatial relationships and one-to-one correspondence, e.g., sorting and counting the flatware, setting the table, or placing the chairs.
- Dining together deepens relationships and friendships in a relaxed atmosphere where children can focus on one another without outside distractions.

If your child does not participate in the meals at Cobb Childcare & Preschool, meals may be brought from home but must be ready to serve cold. All meals from home must include an ice pack, as they are stored in the child's cubby. At this time, we are unable to heat individual lunches for children. As part of the food program, all lunches – including those brought from home – must contain the following:

- Milk or dairy alternative (goats milk, nut milk, soy milk etc.)
- Protein (meat, cheese, lentils, beans)
- Vegetable
- Grain
- Fruit

MEAL TIMES

Meals are served at the following times:

- 8:00 a.m. Breakfast
- 11:30 a.m. Lunch
- 2:30-3:30 p.m. Snack

DIETARY NEEDS

Your child may have special dietary requirements for any number of reasons, including allergies, sensitivities, religious beliefs or personal preferences. If your child cannot fully participate in our food program, please talk to us! In some cases, with a signed medical form, our kitchen can provide appropriate substitutes to what is being served. In some cases, special accommodations may not be possible and appropriate foods will need to be brought from home. Each situation is unique, but we are happy to work with you and your family in this regard.

INFANT FEEDING

Infant feedings follow these procedures:

- Bottle-fed infants are fed while being held or sitting up.
- Infants are fed “on demand”
- Breastfeeding is supported by providing an area for nursing mothers to feed their babies.
- Expressed breast milk may be brought from home if frozen or kept cold during transit. Fresh breast milk must be used within 48 hours. Previously frozen, thawed breast milk must be used within 24 hours. Bottles must be clearly labeled with the child’s name and the date the milk was expressed. Frozen breast milk must be dated and may be kept in the freezer up to 3 months.
- Formula must be prepared at home and brought to the center in bottles labeled with the child’s name and date.

TODDLER FEEDING

- Children are encouraged to self-feed to the extent that they have an interest. Children are encouraged, but not forced to eat a variety of foods.
- Round, firm foods that pose a choking hazard for children less than 3 years of age are not permitted. These foods include: hot dogs, whole grapes, peanuts, popcorn, thickly spread peanut butter and hard candy.

We follow the recommendation of the American Academy of Pediatrics (AAP) regarding high allergy foods, which states: “There is no evidence that delaying the introduction of allergenic foods, including peanuts, eggs, and fish, beyond 4 to 6 months prevents atopic disease. There is now evidence that early introduction of peanuts may prevent peanut allergy” (Greer, Sicherer & Burks, 2019). We do not feed children center provided food until the child is one year of age or older, unless requested by the parent.

Greer, F. R., Sicherer, S. H., Burks, A. W., COMMITTEE ON NUTRITION, & SECTION ON ALLERGY AND IMMUNOLOGY. (2019). The Effects of Early Nutritional Interventions on the Development of Atopic Disease in Infants and Children: The Role of Maternal Dietary Restriction, Breastfeeding, Hydrolyzed Formulas, and Timing of Introduction of Allergenic Complementary Foods. *Pediatrics*, 143(4). <https://doi.org/10.1542/peds.2019-0281>

BIRTHDAYS

Birthdays are a big deal, especially when you've only had a few! Children are welcome to bring in special treats to celebrate a birthday or holiday. Due to various food allergies and dietary restrictions in our classrooms, we recommend supplying store-bought snacks still in the original packaging. Please check with your child's teacher before bringing any homemade snacks.

Infant and Toddler Program Information

The following information is specific to the infant and toddler rooms:

- Parents must supply diapers, wipes, diaper cream, bottles, formula, baby food, extra clothing, pacifiers, blankets, and stuffed toys for rest time. Please label all items with child's name.
- Children may use pacifiers during rest time. To reduce the likelihood of spreading illness, pacifiers must be kept in a child's cubby or diaper bag during all other times of the day and must be labeled with the child's name.
- If a mother is breastfeeding, we will discuss with the mother when she would like her child to be fed breast milk, and when she would like to come in to breastfeed.
- We recommend that all new foods be tried at home first since a child could have an allergic reaction to foods they have not had before.
- Children must be held when being fed if they cannot hold their own bottle— bottle propping is forbidden.

SIDS

Sudden Infant Death Syndrome (SIDS) is the unexpected, sudden death of a child under age 1 for which a cause of death cannot be identified. It is not known what causes SIDS, however several sleeping practices have been linked to an increased risk for SIDS. Therefore, Cobb has a strict policy for infant sleep placement.

All infants less than one year will be placed on their back to sleep.

Infants shall not be allowed to sleep in a car seat or swing at any time

Once a child has been placed in his or her crib for nap, if the infant rolls from back to front - and is also able to roll from front to back - it is acceptable to leave the infant sleeping on his or her stomach. NO heavy blankets, stuffed toys or pillows are ever be placed in a crib.



Parent Handbook Acknowledgement

I, the undersigned, acknowledge that I have received a copy of the Parent Handbook for the Cobb Childcare & Preschool 2019/2020 school year. While I understand that the Parent Handbook is neither a contract nor a legal document, I recognize that it is my responsibility to read and understand the policies, provisions, and procedures contained in the Parent Handbook. In addition, I understand that the contents of the Parent Handbook are subject to change. I acknowledge that the Parent Handbook will be revised in accordance with the rules or regulations of state, federal, and accrediting entities, best practices for child care service providers, or at the discretion of the Board of Directors for Cobb Children’s Learning Center. I recognize that any such revisions will supersede, modify, or eliminate the current contents of the Parent Handbook.

I acknowledge that it is my responsibility to stay informed of policy and procedure revisions to the Parent Handbook, which will be posted on the Child Development web site at www.CobbSchool.org . Moreover, I recognize that it is my responsibility to contact the Cobb Childcare & Preschool Director with any questions I might have about the contents of the Parent Handbook now and in the future.

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____ Date _____

Enrolled Child’s Name _____ Classroom: _____