

# Peninsula Children's Learning Center

## Family Handbook

### 2016-2017

#### Early Childhood Education Programs (Infant, Toddler, Preschool)

- ✦ **MARYLAND AVENUE MAIN CAMPUS**  
Infant, Toddler and Preschool Programs
  - 4720 N. Maryland Ave.
  - Portland, OR 97217
  - (503) 280-0534
  - (503) 280-0496 - FAX
  
- ✦ **MARYLAND ANNEX CAMPUS**  
Preschool Program
  - 4630 N. Maryland Ave.
  - Portland, OR 97217
  - (503) 200-4375
  
- ✦ **BOISE-ELIOT/HUMBOLDT SCHOOL CAMPUS**  
School Age Programs
  - 620 N. Fremont Ave.
  - Portland, OR 97227
  - (503) 282-0042
  
- ✦ **SABIN SCHOOL CAMPUS**  
School Age Programs
  - 4013 NE 18<sup>th</sup> St.
  - Portland, OR 97221
  - (503) 756-2761
  
- ✦ **KING SCHOOL CAMPUS**  
School Age Programs
  - 4906 NE 6<sup>th</sup> Ave.
  - Portland, OR 97211
  - 503-309-2956



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## **Section I**

# **Overview**

## **Welcome**

We are honored that you have chosen us for the important role of caring for and educating your child. We feel that you and your family are entering into an important partnership with our teachers and staff to support the development, learning, and well-being of your child. Our goal is to ensure that every child and family has a positive, enriching experience and enjoys their time with our program. This handbook is designed to give you the information needed to help make this a fulfilling and successful partnership.

## **Introduction**

Peninsula Children's Learning Center, established in 1970, is a nonprofit organization certified by the Oregon Child Care Division. Peninsula's programs serve over 210 children, ages 6-weeks to 12-years-old, every year. Our early childhood education program is based in a spacious, sunny building with two large, separate playgrounds for our infant/toddler and preschool programs. The large preschool playground is shared by our Annex preschool program, housed in a renovated first-floor space of St. Irene Byzantine Catholic Church, directly across the street from our main campus. Our three before- and after-school programs operate at Sabin and Boise-Eliot/Humboldt Elementary Schools, and King School. Our school age and summer programs operate under an agreement with Portland Public Schools.

## **Mission Statement**

Peninsula Children's Learning Center's mission is to provide high quality, affordable child care and education as well as family support programs that contribute to the vitality of North and Northeast Portland.

## **Non-Discrimination Policy**

We welcome all families and do not discriminate on the basis of race, religion, color, national origin, sex, age, need for special care, sexual orientation, marital status of parents, or other protected categories.

## **Overview of Center**

### **Quality:**

- ◆ Licensed by the State of Oregon Child Care Division
- ◆ High quality, developmentally appropriate programs for children, based on current brain research and standards of the National Association for the Education of Young Children.
- ◆ A safe, nurturing, inviting learning environment
- ◆ Experienced, trained staff
- ◆ Culturally sensitive and anti-bias curriculum, administrative policies and day-to-day operations which welcome and include all types of families
- ◆ Maryland Annex Campus is 4 star rated through the Quality Rating Improvement System.

### **Affordability:**

- ◆ Competitive Rates including sliding fee scale scholarships and financial aid
- ◆ DHS and other child care fee subsidies accepted for qualified families
- ◆ A commitment to foundation and grassroots fundraising
- ◆ DHS Accounts Coordinator will help families explore subsidy/scholarship opportunities
- ◆ Participation in Early Head Start
- ◆ Encourage the funding community and government to increase financial aid to families and to child care centers.

### **Family Oriented Programs:**

- ◆ Recognize family members as individuals with unique parenting needs
- ◆ Assist families in locating resources for general family services outside of childcare
- ◆ Include family members in their child's educational experience
- ◆ Many and varied opportunities for family involvement

### **Comprehensive Services:**

- ◆ Developmental assessments
- ◆ Hearing and vision screenings
- ◆ Dental screenings and fluoride varnishes
- ◆ Early Childhood Mental Health Consultants

- ◆ Special Needs referrals and consultation as needed

**Community Responsibility:**

- ◆ Provide vital services that are responsive to community need
- ◆ Partnerships with numerous community organizations to better serve children and families

**Governance:**

- ◆ Peninsula is an independent, non-profit corporation established in 1970
- ◆ Governed and led by a volunteer board of directors composed of family members and community members

**PCLC EARLY CHILDHOOD EDUCATION CENTER CALENDAR 2016-2017**

July 4	CLOSED
September 5	CLOSED
September 16	PCLC 46 <sup>th</sup> Birthday Party, 4:00 – 6:00 pm
November 10	Harvest Festival, 4:00 – 6:00 pm
November 24-25	CLOSED
December 23-26	CLOSED
January 2	CLOSED
January 16	CLOSED
May 18	Spring Has Sprung Festival, 4:00 – 6:00 pm
May 29	CLOSED

**Inclement Weather:** Listen to local television channels or call 503-280-0534 ext 32 for late openings, school closures or early dismissals. School age programs will be closed when Portland Public Schools are closed. If Portland Public Schools close for early dismissal in an inclement weather situation, afternoon School Age Programs will not open.

**Board of Directors**

Denise Kleim, Board Chair  
boardpresident@penchild.org

Cori Jacobs, Treasurer

Dr. Betty Reiss, Secretary

Marilyn Couch  
Kay Sohl  
Jenn Lynch  
Marco Materazzi  
Wayne Purrett  
Bonnie Morris  
Rory Phillips

## **Administrative Staff**

### **Administration**

Executive Director: Helen Kalk, Ext 21  
ECE Director of Education: Rashelle Hibbard Ext. 12  
ECE Licensing Coordinator: Laura Hernandez Ext. 33  
Billing/ Compliance Coordinator: Adrienne Finnegan Ext. 24  
Enrollment & DHS Coordinator: Julie Sybeldon Ext 36  
School Age Director: Abby Scott Ext. 13

**Executive Director** (Helen Kalk): The Executive Director is responsible for the overall direction, administration and oversight of the organization. Along with the board of directors she sets and defines policy and maintains compliance with all aspects of nonprofit governance and management. She works with community partners to assure Peninsula meets its mission and will remain viable for the next generation of children who need us.

**ECE Director of Education** (Rashelle Hibbard): The Director of Education helps guide the program philosophy; oversees the day-to-day programming of the classrooms at our Maryland and Annex campuses.

**ECE Licensing Coordinator:** (Laura Hernandez) The Licensing Coordinator works with teachers to train them in up-to-date practices, tracks their continued education, supervises classrooms, and ensure compliance with Oregon childcare laws.

**Billing and Compliance Coordinator:** (Adrienne Finnegan): Billing Coordinator handles tuition billing and payments. The Compliance Coordinator oversees compliance with USDA as well as immunizations and enrollment.

**Enrollment & DHS Coordinator:** (Julie Sybeldon): The Enrollment & DHS Coordinator enrolls new families, assures each family's enrollment packet is complete, and makes sure we are meeting the obligations of our financial contracts. Julie works with families that receive DHS subsidy, and helps families find financial solutions during difficult times.

**School Age Director:** (Abby Scott): The school age director oversees the entire school age program, from enrollment to our summer program. The school age director coordinates with the site directors to ensure consistent, quality before and after school programming.

## **Teaching Staff**

The dedication of our staff, and organizational commitments to professional development contribute significantly to the strength of our program. Our teachers are here because they care deeply about children and understand the importance of early relationships and experiences to children's development.

**Teachers:** Many of our teachers have been working at Peninsula for over 5 years. All of our teachers meet or exceed the qualifications established by the Oregon Office of Child Care. Teaching staff hold a variety of credentials, ranging from Child Development Associate (CDA), to Masters Degrees in Early Childhood Education. Lead Teachers are required to have a minimum of 40 college credits or 400 hours of training in the field of Early Childhood Education. Teachers design the curriculum in your child's class under the supervision of our Director of Education and they guide its implementation in their individual classrooms. They also hold parent conferences twice a year and keep ongoing assessments and portfolios of children's learning, which families have access to.

**Assistant Teachers:** Many of our assistant teachers also have a Child Development Associate (CDA) Credential or are in the last stages of completing one. The assistant teachers work hand-in-hand with the head teachers to implement curriculum in the classroom and support your child's learning and development goals.



**Foster Grandparents:** At our Maryland and Annex campuses, some of the classrooms also have Foster Grandparents. The Foster Grandparent Program is a national program which pairs senior citizens who care about and want to support children with schools and child care centers. We highly value our foster grandparents and the many gifts they bring to our children and classrooms. These senior citizens dedicate at least 15 hours a week to classrooms, providing extra love, care, attention, and an important intergenerational experience for children.

**Consultants:** Several program consultants assist us in assuring we are providing high-quality services to children and families. These include but are not limited to Morrison Child and Family Services, Multnomah Early Childhood Program, Child Care Resource & Referral, Oregon Child Development Coalition, and Dental3.

## **Section III**

# **Philosophy & Teaching**

### **Philosophy**

At Peninsula Children's Learning Center we believe that children are capable, competent learners. We value children and their families and believe that all children deserve meaningful opportunities to construct knowledge for themselves. We recognize the importance of the learning that takes place in a child's earliest years and provide all children the opportunity to develop a strong foundation for lifelong learning through high quality early childhood education. Our goal is to provide a safe, secure and stimulating environment in which children can develop their capacities and skills through play-based learning. Each child constructs knowledge through experience, making their family and community a child's first, most important teachers. We forge strong connections between home and school and develop collaborative relationships between families and teachers. Peninsula is a diverse community, and this is one of our greatest strengths as well as one of the most meaningful gifts we can offer to children. We foster cultural awareness, pride and attitudes that encourage children to embrace both similarities and differences through anti-bias curriculum and activities. We celebrate the diversity of the human experience and support children and families from every walk of life. We believe that all families should have access to high quality, affordable care for their children and value making such care a reality for the families we serve. We welcome all children and their families, regardless of race, class, gender identity, sexual orientation or physical or cognitive ability.

### **Curriculum**

Based on our philosophy, curriculum follows developmentally appropriate practices as outlined by the National Association for the Education of Young Children. At our early

childhood Maryland and Annex campuses we utilize a curriculum framework called **The Creative Curriculum**, which aligns with our philosophy and educational goals for children, and aligns with established best practices. We also use an online assessment system called **Teaching Strategies Gold**, which works hand in hand with the Creative Curriculum framework.

The Creative Curriculum does not dictate what the activities in your child's class will be each day. Rather, it guides teachers in designing a well-balanced, individualized, emergent curriculum which grows out of teacher's observations of the interests, skills, and abilities of the particular children in their class. This process starts with careful and regular observations of each child, which are recorded in secure, private online portfolios kept on all children in the Teaching Strategies Gold Assessment System. Parents may request periodic print outs of their child's portfolio. Teachers use this observed knowledge of children's development and interests, along with their knowledge of child development and input from parents, to develop the curriculum plans for each class, with the support of our Director of Education. We seek to provide each child with opportunities for success in developing feelings of competence, self-esteem, and positive attitudes toward learning.

Young children are active, hands-on learners who learn using their whole bodies and all their senses to explore the world. This means classrooms are busy as children actively explore concepts through playing in environments, experimenting, creating, and engaging in activities that have been carefully and intentionally planned to support curiosity, creativity, development of critical thinking skills, problem solving, social relationships, and the acquisition of developmentally appropriate skills. Our constructivist approach means we are dedicated to supporting children in an open-ended process of learning to develop important critical thinking skills. It also means children might get messy so parents should plan accordingly.

The daily curriculum for each group includes activities to develop:

- ◆ positive social and emotional skills
- ◆ large and small motor skills
- ◆ language and early literacy skills
- ◆ creativity through music, art, and dramatic play
- ◆ early math, science, and problem-solving abilities
- ◆ self-help skills
- ◆ healthy practices and habits

### **Screening and Assessment**

Upon enrollment and annually thereafter, we ask parents to complete the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire. These

questionnaires rely on parents as experts on their children and provide the snapshots needed to catch delays and celebrate milestones. Results of screenings will be shared with parents and in the event that concerns are identified, we will work with parents to provide further support for the child.

We provide hearing and vision screenings for children ages 3-5.

All children may receive dental screenings and fluoride varnishes, upon parental consent.

As part of the Teaching Strategies Gold Online Assessment system we record checkpoints on each child quarterly, based on the Teaching Strategies Gold Developmental Continuum. These assessments, which will be shared with parents in conferences, provide a record of what your child is learning and their developmental progress.

### **Early Intervention**

Our commitment to diversity includes a commitment to serving children with special needs in an inclusive environment, when those needs can be accommodated within the scope of our program. We are committed to working with families when early intervention is indicated for children in our care. Intervention in early childhood can avoid or reduce more serious problems later and help children meet their potential. If your child would benefit from early intervention services, we will support you throughout the process. Peninsula staff will assist parents to access services for their children, upon request.

### **Guidance, Discipline, and Continuity of Care**

Peninsula Children's Learning Center believes in positive guidance and teaching self-discipline. We believe that children learn self-control best when adults treat them with dignity and model how to treat others kindly and with respect. Therefore, our teachers work to understand, be respectful of, name, and validate children's feelings, while maintaining that some behaviors are not acceptable. It is also the role of the teacher to maintain consistent limits, watch for potential problems, help children learn self-control, that everyone in the group has rights, and to appropriately assert their rights as members of the group. Teachers calmly guide children toward the development of these positive social skills.

All our campuses follow a program called **Positive Behavior Intervention and Support (PBIS)**, which you can learn more about at <http://csefel.vanderbilt.edu/>. The basic principles of PBIS are that we support each child's success and minimize the potential for negative behavior by:

- ◆ first building nurturing and responsive relationships with the child and family
- ◆ creating high quality supportive classroom environments designed to support children's success, and
- ◆ proactively teaching children social skills as listed above and below.

When these elements are in place negative behaviors are minimized and few children need more intensive interventions.

In practice what this looks like is that teachers:

- ◆ Set clear, consistent, fair limits for classroom behavior; or in the case of older children, help them set their own limits
- ◆ Focus on telling children what to do instead of what not to do
- ◆ Praise desirable behavior
- ◆ Allow children to make appropriate choices for their level of development
- ◆ Value mistakes as learning opportunities
- ◆ Patiently remind children of rules and the rationale for those rules.
- ◆ Redirect children to more acceptable behaviors or activity when needed.
- ◆ Listen when children talk about their feelings and frustrations
- ◆ Help children develop the ability to express their feelings appropriately
- ◆ Guide children to resolve conflicts, model and actively teach skills that help children to solve their own problems

Although the PBIS principles maximize positive behavior and minimize negative behavior there are times when we have children in classrooms with more severe behavior problems. When this is the case we expect parents to meet with us in a timely manner and participate in forming and carrying out a plan of intensive individualized intervention for that child. If parents are not willing to do so, if children's behavior puts themselves or others at risk or is severely compromising the learning environment, and/or if improvement is not evident from the intervention in a reasonable amount of time, the child may be asked to leave our program as a last resort.

In recognition of the importance of relationships and consistency, we strive to keep children in small cohorts where they can develop both peer to peer and child to adult relationships. Placement, reduce transitions, developmental stages

In the classroom we schedule a team of three consistent caregivers, 2 teachers or a teacher and aide with an additional relief teacher who gives breaks, lunches and planning time for the consistency within the classroom. Within each age group an opening and closing teacher is scheduled to provide consistency for children and families to communicate with at drop off and pick up times.

We maintain several on call regular substitutes, as well as a sub pool to use as required to maintain ratios at all times.

## **Screen Time**

Screen time is not used for any classrooms in our 0-3 program. Very limited, intentional and approved screen time may be used on occasion for educational revisiting of children's work, projects or social activities to extend thinking and provide provocation for further learning. All screen time use will be limited in scope to educational areas and within the center only. No outside TV, movies or videos will be approved for use at Peninsula Children's Learning Center.

## **Infant/Toddler**

Our ratio in the infant and toddler rooms is 1 adult for each 4 children. However, many days these rooms have volunteers and Foster Grandparents who provide a higher ratio of adults. In the infant and toddler rooms much of the curriculum centers around routines of care and sensory motor development as the children busily explore their body's abilities and what everything feels, looks, tastes, smells, and sounds like. Strong focus in these rooms is also placed on supporting secure attachment and children's relationships with primary caregivers in the family and at the center. Research shows the quality of these early relationships is critical to building trust and provides the blueprint for future relationships. Secure relationships also support infants' and toddlers' growing ability to regulate patterns of sleeping, eating, elimination, and managing emotions. In order to support this each infant/toddler is assigned to a primary caregiver at the center, who will provide the majority of his/her routine care. We encourage parents to communicate openly and frequently with their primary caregiver about the ways you care for and comfort your child at home so we can provide your child as much consistency as possible.

We strongly believe in a curriculum which is spontaneous, child-directed, and deeply respectful of infants and toddlers as capable young explorers with a drive to learn. In practice what this looks like is a dance of reciprocity as child and caregiver take their cues from one another. In the infant/toddler rooms you will also hear our teachers talking a lot as they narrate the world for children in meaningful ways as they explore. This narration is building the child's language skills because we know children understand much more than they say and that this "receptive language" is critical to their developing speech. As the children become toddlers, supporting self-help skills becomes more important to support their growing autonomy. Our infants and toddlers have their own playground where they can explore their developing large motor skills on equipment perfectly sized for them. They also frequently go for short walks either holding teacher's hands or riding in our group stroller.

Parents of infants and toddlers receive daily care sheets with a record of children's eating, sleeping, elimination/diaper changes, and some brief notes about your child's day.

We provide cloth diapers and wraps, supplied by a diaper service, for infants and toddlers while they are at the center. Parents need to provide their own diapers for coming and going as well as several changes of clothing and outdoor wear appropriate to the weather. If parents prefer disposable diapers they need to provide an adequate supply of them.

## **Junior**

The children in our two Junior rooms are older toddlers and younger preschoolers. During this important transitional age, we continue providing them with small group sizes of ten children per class and a low (1:5) adult to child ratio to facilitate their growing autonomy, their emerging skills, and to make it possible for them to start exploring more kinds of materials, media, and experiences. There is still a strong focus on learning social skills; as their interest in playing together grows so does their need for a wider range of social problem-solving skills.

Language and literacy development takes a shift in these rooms as the teachers spend more time asking the open-ended questions that illicit children's speech and verbal thinking skills and answering the never-ending string of "why" and "what" questions that emerge at this age. Learning to identify and name their feelings is an important part of the social, emotional, and language curriculum. Health and self-help skills also take on a greater role as children master potty training and develop the independence needed to succeed in the larger groups they will encounter in preschool. The children begin eating their meals family style, as our preschoolers do, which involves learning lots of new skills like serving their own food and pouring their own drink. At this age children begin participating in brief large group activities like shared music and story time experiences. They also begin doing simpler versions of the "studies" our preschoolers do, which you can read about below. They spend time daily outdoors on our large playground and frequently go for neighborhood walks.

Parents of children in our Junior rooms need to send a generous supply of diapers, or training pants to accommodate the frequent changes related to potty training. Full sets of extra clothing are also needed. Please communicate with your child's teachers what and how you are handling potty training so we can be consistent with what you are doing at home.

## **Preschool**

We have three full-day preschool rooms. All of our preschool rooms are mixed ages from 3-5, with a ratio of 1 teacher for every 10 children. These classes usually also have a foster grandparent, or other support assigned to them for part of the day to achieve a better adult to child ratio.

In our preschool rooms an important aspect of our constructivist curriculum is that we focus on studies and project-based learning children do over time rather than the narrow, limited

themes which are common in some programs. This focus supports our learning goals of helping children become creative, critical thinkers and problem solvers. In studies and project-based learning children have the opportunity to learn all the important early literacy and math skills. However, by doing so in the context of studies they find interesting and engaging, they get to use these skills in ways that are personally meaningful to them. In studies they also learn to investigate and use the scientific method, expand their vocabulary greatly, and engage in ideas related to early social studies. To see an example of what project-based learning looks like you can go to:

<http://www.teachingstrategies.com/national/creative-curriculum-preschool-system-balls-study-video.html>

Preschool years are a time when children need to develop initiative. In order to support this important developmental task our preschoolers spend much of their day in self-chosen small group activities. These activities have been intentionally chosen by their teachers to support studies and other learning goals. For instance, sensory play is still important at this age for neurological development and provides opportunities for scientific investigation. Dramatic play supports social development, the development of empathy, and symbolization which is critical to literacy. Block play supports understanding of math and science principles. Open-ended art projects support creativity, problem-solving, learning to use symbols, early writing stages, and fine motor development. Preschoolers also spend short periods of time each day in large group activities hearing stories, singing songs, having group discussions, and learning social turn-taking which they will need in kindergarten.

Preschoolers eat their meals family style, serving themselves. They also spend time outside on our large playground every day, frequently go for walks in the neighborhood, plant and care for the children's garden, and go on occasional field trips. Since we spend time outside every day, children need appropriate outdoor wear for the weather as well as a full change of clothing at school.

## **Section IV**

### **Communication**

#### **General Communication**

Good communication between family members and staff is very important to us. We publish a monthly e-newsletter that is also available on our website ([www.penchild.org](http://www.penchild.org)).

Your input is important to us. Your participation makes us stronger and more aware of your needs. We strive to be responsive to and make the program work for every child and family. However, please remember that we cannot always make all the changes parents request due to other restrictions. We also appreciate your input on our annual parent survey.

**Communication about your child and his/her classroom experience** should start with the teachers in your child's classroom. Regular, ongoing communication between parents and teachers is vital to providing the best care and early childhood education possible. We hope parents will spend a few minutes each morning and afternoon checking in with their child's teacher to share information and build a positive parent-teacher partnership. In the morning, it is especially helpful for teachers to know if your child had a tough morning, didn't sleep well, or if anything else is going on that might mean they need a little extra attention and TLC. In the afternoon, we ask our teachers to share positive information about your child's experiences with you on a daily basis, as well as any challenges your child may have experienced. If you want to have a longer discussion, please request to schedule a teacher conference so the teacher can spend some focused time with you when not caring for children. Additionally, teachers in all classrooms provide parents with information about children's activities through posted curriculum plans, notes left on whiteboards, and/or on daily care sheets for infants and toddlers. Please ask your child's teacher where the parent folders are kept in each classroom and check your parent folder daily for notes, messages, bills, and memos. We also send out a monthly E-newsletter to all family members who have provided us with an e-mail address.

Parents are invited to share their interests, skills, and family culture with the classrooms and program as that fits for each family and class.

If your questions or concerns are not fully answered or satisfactorily addressed, please talk to our ECE Director of Education.

### **Family Conferences**

At our Maryland and Annex campuses we hold scheduled parent conferences twice a year. During the conference your child's teacher will communicate with you about your child's progress and give you a written assessment. You will also be asked to contribute to your child's educational goals and to share information about your child's needs and interests. However, anytime you have questions or concerns about your child's progress or the program we encourage you to discuss this with the teachers. Parents may also request a special conference anytime they have particular questions or concerns.

### **Who to Communicate With**



**Questions about overall programming, unresolved child/classroom/teacher concerns, or special needs** should go to our ECE Director of Education: Rashelle Hibbard or our ECE Curriculum Coordinator, Laura Hernandez. They supervise, train, and support our teachers, oversee the classrooms and curriculum and coordinate services for children with special needs. Contact Rashelle: (503) 280-0534 ext.12 [rashelle@penchild.org](mailto:rashelle@penchild.org). Contact Laura: ext. 33 [laura@penchild.org](mailto:laura@penchild.org).

**Communication about your bill or child care subsidies** should go to our Billing Department. They can access your billing statements, check on balances, and answer questions you have about your account. Contact Compliance Coordinator/Billing: (503) 280-0534, ext. 24.

**Communication about family needs and support** should also go to ECE Director of Education (Rashelle). She is available to help you with accessing community resources, determining financial aid and subsidy eligibility, and help coordinate the transition process when your child advances to the next classroom.

**Communication about any other Center information** or if you feel your concerns or questions have gone unanswered contact our Executive Director Helen Kalk. Contact her at (503) 280-0534, ext. 21 or [helen@penchild.org](mailto:helen@penchild.org).

There is also a **Parent Suggestion Box**, which is checked weekly, located in the lobby at the Maryland and Annex campuses. You may leave suggestions anonymously. However, if you would like us to get back to you if we have questions, need more information to act on your suggestion, or for feedback, we will need your name. We welcome ideas and suggestions from parents and often rely on these to make improvements to the program.

## Section V Nutrition

### Nutrition Program

We believe children need a healthy diet in order to support their optimal development and learning. Our food program has a mix of fresh foods purchased from Fresh N' Local, and foods that we prepare in our own commercial kitchen. Our food is nutritionally balanced with fresh fruits and vegetables, and low or no sugar snacks.

The Center participates in the Child and Adult Care Food Program (CACFP), a federally funded program that provides meal reimbursement to Peninsula Children's Learning Center for some of the costs of serving nutritious meals and snacks appropriate for the ages and nutritional needs of children. CACFP approved menu cycles are posted in each classroom.

We abide by the USDA Civil Rights policy that states:

“In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington D.C. 20250-9410 or call, toll free (866) 632-9992 (Voice). TDD users can contact USDA through local relay or the Federal relay at (800) 877-8339 (TDD) or (866) 377-8642 (relay voice users). USDA is an equal opportunity provider and employer.”

Any questions about this program contact Compliance Coordinator at 503-280-0534, ext. 24.

### **Meals Served**

Children need healthy food served in a calm and inviting environment to get the nourishment they need each day. At the Maryland and Annex campuses, we serve breakfast at 8:30 a.m., lunch around 11:30 a.m., and afternoon snack at 2:30 p.m.

Breakfast will be served no later than 8:30 a.m. If you wish to have your child eat breakfast with us, he or she **must be here by 8:15am** so they may be ready to sit down and eat. We are unable to serve your child breakfast after that.

We are unable to accept any outside food.

We provide the full range of healthy options including vegetarian meals, as well as dairy-free and gluten-free for those with specific medical conditions. Infant meals are served consistent with the infant’s individualized schedule. Peninsula Children’s Learning Center offers two choices of USDA approved iron-fortified formula or can serve parent-supplied breast milk, or parents can provide USDA approved formula. A list is available upon request. The Center also offers iron-fortified infant cereal at 4-12 months 22 and commercial baby food at 6-12 months. Infants may also be served meals from the Center’s kitchen when developmentally ready.

### **Meal Service**

Children are served breakfast, lunch and snack in Family-Style meal service in all our classrooms. This encourages children to utilize self-help skills, gain independence, and listen to their body’s hunger and fullness signals. It also helps them learn to make healthy food choices, and to develop the important social skills associated with mealtimes. Teachers assist children in the Infant, Wobbler and Toddler rooms until children have developed skills to

independently serve themselves. Teachers sit and eat with children, modeling mealtime manners and healthy habits for our children. They facilitate relaxed conversation about things the children are interested in. Teachers also talk with children about the foods that are being served. Children are encouraged to try all foods being offered but will never be required to eat foods that they choose not to.

### **Food Allergies and Special Dietary Needs**

Peninsula Children's Learning Center is a **nut-free zone**. If your child has special dietary needs due to an allergy, disability, or other medical reason you must submit a specific Medical Statement of Food Substitution Form signed by a MD, Physician's Assistant, Nurse Practitioner, RN, Registered Dietician, or the Center's Pediatric Nurse Practitioner. This form is required by the CACFP and can be obtained at enrollment or when needed from the Compliance Coordinator.

### **Birthdays & Special Occasions**

At our Maryland and Annex campuses in an effort to be health conscious and prevent the rising tide of childhood obesity and diabetes we are a sweet-free zone. As per USDA requirements, we do not allow outside food for birthday celebrations. In order to maintain an anti-bias curriculum, we believe allowing families to provide outside treats sets an expectation that not all families can afford or believe in. Instead, we invite families to honor your child's birthday by bringing in a special photograph, outfit, story or artifact from home. Your child's teacher can make further arrangements with you. In order to honor all families at Peninsula, we request that you reserve holiday celebrations for home. At Peninsula, teachers have classroom celebrations such as Pajama Day, Splash Day, and Tea Parties which allow all children to celebrate, regardless of religion or cultural background.

## **Section VI Policies**

### **Open Door Policy**

Parents and Family Members are welcome and invited to visit their child's classroom any time during the day. Parents also have the right to see licensing documentation, such as Child Care Division, sanitation, and fire marshal reports, and to file a formal complaint with the Child Care Division if your concerns are not addressed.

### **Hours & Closures**

The **Maryland and Annex** campuses operate from 7:00 a.m. to 6:00 p.m. Monday-Friday.

The Early Childhood Education program is closed for 16 weekdays each year, including 9 legal holidays and 5 Teacher In-Service days, and 2 parent teacher conference days. Notice of closures is in the calendar near the beginning of this handbook. We will also post closure notices approximately two weeks in advance. Annual closures are posted in each classroom and are included in the enrollment packet. We encourage parents to record these dates on your own calendars so you can plan appropriately. We appreciate your understanding of our need to hold staff in-service days in order to provide quality programming for your child.

### **Inclement Weather**

Listen to local television channels or call 503-280-0534, ext. 32 for late openings, school closures or early dismissals at the Maryland and Annex campuses.

### **Attendance**

It is expected that your enrolled child(ren) make good use of the program, because classroom slots are limited and many children are placed on the waiting list.

As parents, you are responsible for your child's regular attendance. Your child(ren) may be dropped if they have more than five consecutive absences or excessive non-consecutive absences, without reasonable cause.

If your child is unable to attend, please call the center to let us know if you are keeping your child home due to illness, vacation, or any other reason. Their friends and teachers miss them when they are not here, and it is helpful to be able to tell them, "Jamal is OK, he is just spending a day with his grandpa." We ask our teachers to call and check in with parents if children have been absent without notice.

### **Arrival**

Breakfast is served at 8:30 a.m. Plan to arrive by 8:15 a.m. if you want your child to have breakfast here. Otherwise, please make sure they have a nutritious breakfast at home so they will be ready for an active morning of learning and play.

Children are expected to be in attendance by 9:00 a.m. unless special arrangements have been made. Teachers plan the day's most important learning activities in the morning when children are fresh and learn best. Teachers need a consistent group of children and a block of time they can count on to assure they are providing the rich learning environment we strive for. Children who arrive late often have a difficult time adjusting to the day and separating from their parent. Sometimes this can be disrupting to the rest of the class. Children need

time to “settle in” before structured activities begin. When they arrive after 9:00 a.m. they may not get to do this.

If you have a special appointment that you cannot get around, please speak to your child’s teacher before the day of the appointment so we can make arrangements.

If your child will be late due to unforeseen circumstances, call the center by 9:00 a.m. so teachers know when to expect your child.

Please note that Kitchen staff begin preparing for lunch based on the attendance count at 9:00 a.m. If your child(ren) will be arriving late, notifying staff that your child will be present allows us insure that the right quantity of food is prepared.

If you arrive with your child after 10:00 a.m., you may be asked to wait with your child if their class is out of the building on a fieldtrip, or if your child’s arrival would distract from an activity their class is engaged in.

Children may not arrive at rest time (11:30-2:00 p.m.) under any circumstances.

### **Stroller/Car Seat Shed**

A storage shed is provided for those that need to leave a stroller or car seat here during the da. You must provide your own lock and cable. Please do not leave anything overnight.

### **Drop-Off**

Parents or authorized persons are required to accompany their children into the classroom, sign in, and be sure the teacher knows they have arrived before leaving the premises. Please make sure your child has been greeted by his/her teacher before you leave to assure they know your child is here. This is required by the Office of Child Care. Families at our Maryland and Annex campuses are assigned a four digit pin number. They are to use this number at our electronic time clock when dropping off or picking up their child.

### **Pick Up**

At pick-up time, parents or authorized persons are required by the Office of Child Care to sign your child out and notify the teacher your child is leaving. At the Maryland and Annex Campuses this includes signing out using your electronic pin number (**See above**).

Once signed out, children **must be** in the company of their parent or pick up person until they leave the building. **It is NOT ok to leave children unsupervised in the commons, playground, or other areas.**

If you will not be picking up your child at the end of the day, please tell your child’s teacher which authorized person will be doing so and approximately when they will arrive.

## **Authorized Persons**

Children will only be released to authorized persons as listed on the enrollment form. Authorized people unknown to center staff will be expected to show photo ID before children are released. In the event of an emergency, a parent/guardian must authorize a person to pick up their child by leaving a hand written note with a member of the administrative staff, **no exceptions**.

## **Late Pick-Up**

**All children must be picked up by 6:00 pm.** If your child is not picked up at the Center by 6:00 p.m. you will be charged a late fee of \$5 for the first 5 minutes after 6:00 p.m. and \$1 per minute after that. You or the authorized person picking up your child will be asked to sign a late fee contract with the understanding that the late fee will be added to your monthly bill. If we are unable to contact you or your authorized pick up person we will make every attempt to contact your other authorized pick up people and emergency contacts. If we are unable to do so by **7:00 pm** we will call the police and report an abandoned child. At that point you need to make arrangements to pick your child up from police custody. It is vital that we have current contact information for all parents on file. Please let us know immediately if you move or change your phone number(s).

## **Mandatory Child Abuse and Neglect Reporting**

With the safety and welfare of children in mind, the State of Oregon requires that all members of schools and child care centers are mandatory reporters. We are required to report all cases of suspected abuse or neglect of a child. We are also required to report any incident of a child being picked up by a drunk or otherwise intoxicated parent or other authorized adult. In situations where a report has been made, Peninsula Children's Learning Center staff will continue working with families to offer support and services.

## **Termination of Care**

We reserve the right to terminate child care services for reasons that include, but are not limited to:

- ◆ Our program is unable to meet your child's individual needs and/or manage your child's behavior to keep him/her safe.
- ◆ Unresolved behavior by your child that endangers other children or adults.
- ◆ Non-payment or consistently late payments.
- ◆ Lack of parent/guardian cooperation to meet a child's needs.
- ◆ Abusive parental behavior toward staff, children or other parents.
- ◆ Consistent lateness at pick-up time.

## Confidentiality

Peninsula Children's Learning Center staff follows strict rules regarding confidentiality of all records and information. Children's files are secured or in the hands of authorized staff at all times. At the time of enrollment you will be asked to sign a general release of information form that allows our mental health consultant to contact you at the request of your child's classroom teacher. It also allows any of your children's screening results or assessment information to be seen by our project evaluator and combined with other children's information to be reported as a group, without identifying information, to our grant funders about outcomes needed to continue funding. Your specific permission must be given for any consultant or organization outside Peninsula staff to give treatment or services to your child or for us to share information about your child or family with any outside person or agency, with the exception of mandatory child abuse reporting, as listed above.

## Health Policies

The health of your child is a primary concern of all who care for him or her at Peninsula Children's Learning Center. For the protection of your child and others, state laws governing Oregon childcare centers **DO NOT ALLOW** us to accept children who:

- 1) Are diagnosed as having or being a contagious carrier of a Health Division-restricted disease.
- 2) Have one of the following symptoms, or a combination of symptoms, of illness:
  - ◆ Fever over 100 degrees F taken under the arm
  - ◆ Diarrhea (more than one abnormally loose, runny, watery, or bloody stool)
  - ◆ Vomiting
  - ◆ Nausea
  - ◆ Severe cough
  - ◆ Unusual yellow color to skin or eyes
  - ◆ Skin or eye lesions or rashes that are severe, weeping, or pus-filled
  - ◆ Difficult breathing or abnormal wheezing
  - ◆ Complaints of severe pain
  - ◆ Stiff neck and headache with one or more of the symptoms listed above

If your child has these symptoms, please notify the program (before 9:00 a.m.) that she/he will be absent. If during the day, your child displays symptoms of a child care restricted disease we will comfort and isolate your child until you or another authorized adult has been contacted and arrive to pick up your child. Please help us keep your child and all the other children safe and healthy by coming to pick up your ill child promptly. In the case of a child's undiagnosed rash or discharge, as set forth above, a doctor's notice indicating that the symptoms are not contagious is required for re-admittance.

## Returning to School After Illness

Children **may not** return to our care for a full day following the last day of symptoms, unless a doctor's clearance is provided. (For example, if a child enters a program with a 102 fever at 2:30 p.m. Monday, and is sent home shortly thereafter; alternate care will be needed both Monday and Tuesday.) Children attending our program are expected to be healthy enough to participate in all planned indoor and outdoor activities.

### **Head Lice**

Children will be excluded from care if they are found to have live head lice. Before a child can return to school they must have their heads checked by either the Education Director or the classroom teacher. Recurring evidence of live lice will result in exclusion until the hair is free of all nits.

### **Immunizations**

All children enrolled in child care in the state of Oregon need a signed Oregon CIS form to begin attendance. At initial enrollment, the CIS form must show at least one dose of each of the following vaccines:

- ◆ Diphtheria
- ◆ Tetanus
- ◆ Pertussis
- ◆ Polio
- ◆ Measles
- ◆ Mumps
- ◆ Rubella
- ◆ Varicella
- ◆ Hepatitis B
- ◆ Hepatitis A
- ◆ Hib (for children under 5 years of age)

There are some exceptions:

- ◆ A child may be too young to receive a vaccine;
- ◆ A child may have a documented medical or nonmedical exemption;
- ◆ A child may have immunity documentation;
- ◆ A child may be too old to need a certain vaccine;
- ◆ A vaccine may be phased in over several years (e.g., hepatitis A).

To file an exemption from immunizations, families can provide a certificate after taking the online module or they can have the Vaccine Education Certificate signed by their doctor.

### **Treatment of Illness or Minor Injury**

Parents will be notified either by phone or at pick-up time if an injury occurs. Minor injuries (bruises & scrapes) will be treated and an accident report will be given to the parent at pick-up time. All of our teachers have current first aid and infant/child CPR certification. Any accident that results in the child being seen by a medical professional will be reported to the Office of Child Care within seven days. In case of an injury or illness requiring medical



attention, the parent will be contacted and the Director (or substitute Director) will coordinate with the family to manage the child's needs until the parent arrives. If parents or emergency contacts cannot be reached, or if a child's injury requires immediate medical attention, an ambulance will be called and your child will be transported to the hospital for professional medical attention. Parents are expected to assume responsibility for any expenses not covered by our insurance. **It is essential that you keep your phone number and emergency contact information current with the Enrollment Specialist and your child's Teacher so that we can reach you in case of emergency.**

### **Administration of Medication**

If your child is taking prescription or over-the-counter medication which needs to be administered at a Peninsula program, the Office of Child Care requires that you fill out a **Medication Administration Form** before we can give any medication to your child. Give your child's teacher an original medication container clearly marked with the child's name and dosage instructions. Some families find that asking your physician to prescribe two sets of medication: one for home and one for the Center, or asking the pharmacist for an extra labeled bottle simplifies having the proper medicine where and when you need it. The Office of Child Care does not allow us to administer medication which is not in its original container. Current medication administration forms are kept in the classrooms. New forms must be started monthly and forms for previous months will be kept on file in the classroom until a child withdraws from the program, at which time they will be stored in the child's primary file in the Director of Education's office. The Office of Child Care also requires us to have a **Medication Administration Form** for anything we put on your child's skin, such as ointments or creams for rashes (including diaper rash ointments) and sunscreens.

### **Asthma/Chronic Medical Conditions**

If your child has asthma or another chronic medical condition, we must have a health management plan in place and the medications/equipment necessary to carry out the plan before your child's first day in the classroom. We want to be able to talk with your child's new teacher about the plan and make sure that we can take good care of your child's health needs from the beginning. Medical management plans will be individualized for each child, in accordance and consultation with medical personnel and parents.

### **Diapering Policy**

As a service to our families, Peninsula contracts with Tidee-Didee diaper service to provide cloth diapers for all of the families in our infant, wobbler and toddler classes. Due to sanitation standards, we are unable to launder the covers for cloth diapers on site. Families who wish to cloth diaper are responsible for purchasing and laundering their own diaper covers, and ensuring their child has an adequate supply of covers each day (at least five per

day). Families can purchase diaper covers from Peninsula at a low cost. Families who choose not to cloth diaper are responsible for providing and maintaining a supply of disposable diapers for their child.

### **Disaster Preparedness**

At Peninsula, disaster preparedness is a high priority. Fire alarms are built into the security system at our Maryland and Annex campuses, and we have monthly fire drills. Every fire drill is treated like a real fire, and is very thorough. We also have a plan in place for the following possible occurrences:

- Earthquake Evacuation
- Gas Leak
- Intruder Alert
- Missing Student
- Lockdown
- Bomb Threat

Disaster plans are available in each classroom for your review.

### **Volunteers**

Teachers encourage parents to come into the classroom and share special talents, skills, hobbies, occupations, or aspects of your family's culture with the children. To volunteer in this manner, please make arrangements in advance with your child's teacher. She/he will want to discuss plans with you to make sure they are developmentally appropriate for the children's age and to help make this a successful experience for everyone.

Parents/guardians are also encouraged to volunteer at the center in a variety of other roles. We welcome parents who want to volunteer either on a one time basis, for a particular project, or an ongoing basis, either in your child's classroom or another area of the program. For instance, parents have generously donated their skills on sewing projects, on designing or building carpentry projects, coming in once a week to read, dance, or play music with children, to help with developing or running fundraising events, and maintain our gardens, play areas, and grounds. If you would like to volunteer on these kinds of projects or on an ongoing basis in classrooms, please contact our ECE Curriculum Coordinator, Laura Hernandez (ext. 33).

Volunteering at the center helps to build the kind of community we all want for the children. Since we are a non-profit organization, it also helps defray the cost of services we would otherwise have to pay for or do without. The contribution of your time and talent helps us achieve our mission of providing affordable, quality childcare and education to the families we serve.

### **Special Events**

The Center holds several gatherings throughout the year for parents/guardians/family to come together and become better acquainted with each other, the children, and the staff. Some of our annual events are the Peninsula Birthday Party, Harvest Festival, Winter Fest, and Spring Sprung. Please check the e-newsletters, classroom postings, and the school calendar for these events.

We welcome a variety of artists, musicians, and performers throughout the year.

We conduct group tours of our Maryland campuses on the first Thursday of every month for prospective families who want to learn more about our curriculum, program, availability, and wait list procedures.

### **Clothing**

All children, including infants, should wear play clothes. Children learn best through hands-on experiences which means their clothes may come home soiled with paint, play dough, or other sensory materials, even though we use paint smocks. Children play outdoors every day, except under adverse weather conditions, and should be dressed accordingly. This means your child (including infants) needs a warm coat, hat, and mittens at school every day during the fall, winter, and spring when it is cool out. If your child is not well enough to play outdoors, they should be kept at home for that day. An extra set of clothing labeled with your child's name should be left at the Center at all times. In the case of a bathroom accident, your child's extra set of clothing will be used and the soiled or wet clothes will be contained in a plastic bag and sent home to be washed. When your child uses their extra set of clothing, please remember to bring a new, labeled set the next day. Your child also needs to wear appropriate shoes for active play to school each day. Slippery shoes and flip-flop type shoes are not acceptable. Sneakers or other secure shoes with tread are the best shoes for active outdoor play where your child will be running, climbing, sliding, and riding bikes.

### **Rest Time**

All classrooms at our early childhood site have rest time starting at approximately 12:00. Our days are active and busy and children are usually very tired by this time of day. Most children sleep; a few do not. However, we find they all benefit from some quiet time and this is required by the Office of Childcare. Children who are not able to fall asleep within about 30 minutes will be given quiet activities to do while their friends sleep.

### **Field Trips**

Supervised field trips are an important part of our educational program. We use an insured and fully equipped bus. Field trip information will be posted at least 24 hours in advance and includes: the teacher in charge, trip destination, and alternate plans in case of bad weather. Lead staff members carry cell phones in case of break down or other emergency. Most field

trips involve no charge; however, you should expect an extra fee for some. Field trips will require parents to give signed permission each time. No child may participate in field trips without prior parent signature of permission.

### **Neighborhood Walks**

A regular part of our program is taking walks in the neighborhood. Whenever your child's class is out on a walk there will be a sign posted in the classroom door telling you where they have gone, when they will return, and listing a teacher's cell phone number.

### **Photographs & Publicity**

Photographs of children are regularly used in classrooms for activities and panels documenting children's learning. In addition, photos of our programs may be taken periodically and may appear in newspapers, brochures, web sites, and other publicity materials. A signed waiver giving or denying your permission for photographs of your child to be used without compensation must be filed at the time of enrollment.

### **Items from Home**

**Candy, gum, toys and weapons from home are not allowed at Peninsula.** However, if your child has a special stuffed animal, blanket, or pillows this is sometimes helpful during rest time and may be brought. Also, if your child has a special transition object which will ease their separation from you, discuss the item with your child's teacher to see if it is appropriate to bring. Photos of family are often helpful transition items as they help children feel close to you while you are away. Please mark these special things with your child's name. The Center is not responsible for lost or broken items brought from home.

### **Custody and Restraining Orders**

If a shared custody agreement is in place, the Center would appreciate a copy of the parenting plan for your child's file to make transitions easier for your child/children. If you have a restraining order, the Center must have a copy of the order on file for it to be enforced. Remember, unless we have legal documentation, the Center cannot presume one parent has more or less legal rights than the other.

## **Section VII Financial & Billing**

### **Financial Agreements and Billing**

All families are expected to keep to their contracted schedule of days and hours. Any change must be approved by the Director of Education for early childhood education services or the Director of School Age Programs for those services.

### **DHS Attendance Requirements:**

- ◆ If your family receives a DHS subsidy and your child attends beyond the times you have contracted, you may be responsible for paying the amount that DHS is not obligated to pay.
- ◆ If your child's attendance fails to meet the level required for contracted DHS reimbursement, you may be personally responsible for paying that tuition amount.
- ◆ All DHS Families in the early childhood education programs are required to clock in and out using our electronic time clock system.
- ◆ **Vouchers:** All vouchers **must** be signed on a timely basis.
- ◆ **Co-Pays:** All DHS families are required to make the monthly co-pays. If families do not make monthly co-pays, Peninsula is responsible for reporting this to DHS.

### **Tuition**

In order to serve as fully as possible the children and families of our community, we use a sliding fee scale subsidy chart, based on federal poverty guidelines to determine your child's tuition. The sliding fee scale subsidies are generously underwritten by grants from local government entities and foundations as well as individual donors.

All families who are eligible for financial help with child care costs through the Oregon Department of Human Services must apply in order to be eligible for reduced tuition through the sliding fee scale subsidy. Please visit <https://apps.state.or.us/cf1/ERDC/> to see if you qualify. Peninsula Children's Learning Center can help you with your application as needed. We do not require families to pay the difference between Oregon's reimbursement rate and our market rate for child care.

Income verification is required from every family who applies for a sliding fee scale subsidy at the time of enrollment and every year thereafter. If you receive a subsidy, you must notify us if your income changes during the year and provide verification of your changes. **Income information is kept strictly confidential.**

**Tuition statements are sent electronically. It is your responsibility to ensure that Peninsula Children's Learning Center has your current email information.** Alternate arrangements can be made for those families who do not have email.

- Tuition is due on the 1<sup>st</sup> of the current month.

- Semi-monthly payments on the 5<sup>th</sup> & 20<sup>th</sup> of the month are available to families who enroll in automatic payment. (See payment option 2 below)
- A late payment charge of \$20.00 will be charged if the payment is not received by the 5<sup>th</sup> of the month.
- Unless special arrangements are made in advance, failure to make payments in full by the 20<sup>th</sup> of the month will result in termination of care effective the 25<sup>th</sup> of the month. PCLC reserves the right to immediately fill vacancies caused by non-payment of tuition. Families who have received a termination of care notice may apply for reinstatement only if the past due tuition has been paid in full and a vacancy exists. The \$50 application fee will be applied.
- If you are having difficulty making your payments on time, please contact our Billing Department for assistance (503-280-0534, ext. 24) or [billing@penchild.org](mailto:billing@penchild.org) in advance of your payment due date.
- Closures: There is no tuition reduction for the holidays, winter delays, or closings observed by the Center. These days are already included in the tuition rate.
- Wait list fee: \$25.00 will be applied towards the \$50.00 registration fee
- Fees are subject to change. We will notify you in writing prior to any change.
- Any schedule changes requested by the family must be approved by the Director of Education for early childhood education services or the Director of School Age Programs for those services and will not take effect until the first of the following month.
- A 10% sibling discount is available.
- If families leave care with a balance owing, we reserve the right to turn the balance over to our collection service, unless alternative payment arrangements are made upon disenrollment.

### **Other Fees**

- ◆ A non-refundable \$50.00 registration fee is payable upon enrollment. This fee is waived for families registering for Early Head Start.
- ◆ A \$35 fee will be charged for all checks returned to us for Non-Sufficient Funds.

### **Payment Options**

We offer 4 ways to pay your child's tuition every month.

1. You can use your credit or debit card at the Touch Screen when you check your child in or out. After you enter your code and password, simply press the make a payment button. Your balance will appear. You can either pay the whole balance or a part of it. Just slide your card and your payment will be processed. An e-mail

receipt will be sent to the email address we have on file for you. (If you do not have an e-mail address, we can generate a receipt for your records).

2. You can have your monthly tuition automatically debited from your checking, savings or credit card account. Contact our Billing Department to set this up ([503-280-0534](tel:503-280-0534), ext. 24) or [billing@penchild.org](mailto:billing@penchild.org). You must use this option if you wish to split your monthly payment.
3. You can pay by check. Please use the locked drop box in the lobby at the Maryland site, or in the classroom at the school site, or mail it.
4. You can pay with cash. Cash payments may only be given to the receptionist or finance staff.

We encourage you to use your debit or credit card to help us reduce our administration costs. Paying with a credit or debit card also offers you the following advantages:

- ◆ Automatic payments are safer than writing checks or paying in cash each month, eliminating potential fraud or identity theft.
- ◆ Your current payment schedule won't change no matter what method you choose.
- ◆ You will be instantly notified by email when your payment has been processed.

### **Withdrawals**

We require a one month written notification of withdrawal from our program. Without such notice, one month's tuition will be charged. If you voluntarily leave care and then choose to re-enroll within three months, if there is space available you will not be assessed an additional registration fee. An absence of longer than three months will be considered a new enrollment.

### **Financial Aid**

In the event of a financial crisis, you may apply for Short Term Emergency Assistance. To apply, complete the application for Short Term Emergency Assistance. Your application will be reviewed by the Executive Director and finance staff to determine the amount of any award made.

The award of Short Term Emergency Assistance is limited to a maximum of 3 months, and is contingent on available funds.

In extremely rare cases, Short Term Emergency Assistance may be extended with additional committee review and approval.

### **Vacation Days**

Families may choose to take vacation on scheduled care days. We **do not** reduce tuition for those days. Peninsula reserves your child's spot if the child does not attend; our costs continue and therefore we are unable to reduce tuition.

## Section VIII

# Ethics & Commitment

### Code of Ethics

We abide by the Code of Ethics of the National Association for the Education of Young Children (NAEYC)

### Statement of Commitment

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct\*. To the best of my ability I will:

- ◆ Never harm children.
- ◆ Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- ◆ Respect and support families in their task of nurturing children.
- ◆ Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- ◆ Serve as an advocate for children, their families, and their teachers in community and society.
- ◆ Stay informed of and maintain high standards of professional conduct.
- ◆ Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- ◆ Be open to new ideas and be willing to learn from the suggestions of others.
- ◆ Continue to learn, grow, and contribute as a professional.
- ◆ Honor the ideals and principles of the NAEYC Code of Ethical Conduct

\*For the entire NAEYC code of ethics go to <http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf> or ask either of the Co-Directors of Education for a copy.