

WILLOW ROOM

Thanks to the Illinois valley Family Coalition



PARENT and STAFF HANDBOOK



An Oregon Licensed Child Care Center CC504052



Welcome to the Willow Room

The Willow Room is a quiet place in the Illinois Valley Family Coalition building. We have space for 5 school-aged students (ages 5-12) on weekday afternoons. Children must come prepared with work to do and a water bottle. We suggest children bring homework, a book to read, and a journal. We can help design study plans if you need support. We will spend some time outside every day, so please ensure children are dressed appropriately for year-round activities.

Director: Joseph Flaherty

PO Box 346 O'Brien OR 97534

535 East River Street Cave Junction OR 97523

artandsciencekids@gmail.com

541-415-0161

Hours: Monday-Friday 2:00pm-8pm

Daily Schedule:

2pm Early Bird Story Time

2:30 Quiet Study Time

3pm Snack

3:30 Outdoor Athletics and Nature Study

4pm: Art and Middle School homework

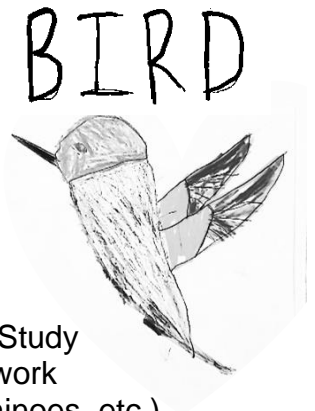
5pm: Quiet Games (checkers, dominoes, etc.)

6pm: Dismissal or Dinner

6:30-8pm Evening Tutoring

Custodial parents have access to our center during our hours of operation without advance notice

Tuition and Enrollment: We are not permitted to provide drop-in care. All students must be enrolled in a scheduled program each month. We charge \$10 per hour per student. Financial aid might be available. Tuition is due on the first day of each month. Please ask for our enrollment form.



Snacktime Menu:

Crackers
Cheese
Apples
Raisins
Pecans or Pumpkin Seeds
Herbal Tea



Dinner: If students are staying for evening tutoring, parents and caregivers must ensure they bring dinner. We have access to the Family Coalitions' kitchen, so families can make dinner plans with our staff ahead of time if needed.

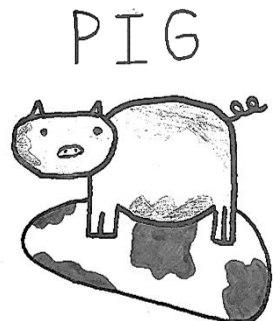
Center Closures: The Willow Room will be closed on the following days:

January 3-7: Staff Inservice
January 17: Martin Luther King Jr. Day
February 21: President's Day
March 21-25: Spring Break
May 30: Memorial Day

Keep in touch for our summer schedule

State Information: The Oregon Department of Education maintains an Early Learning Division to provide information, answer questions, and receive comments and complaints. To learn more visit www.oregonearlylearning.com or call 1-800-556-6616.

Rules and Reports: Art and Science Kids has paper and electronic copies of all pertinent Oregon Administrative Rules as well as reports deemed necessary to ensure the health, safety, and well-being of the children. Just ask and we can provide you with access to these documents.



Arrival and Departure

The Willow Room opens at 2pm Monday-Friday, and we close at 8pm. Please come to the entrance on the east side of the building. Primary caregivers must provide our staff with written arrangements of arrival and departure times and what our staff will do if the child has not arrived at the expected time.

Drop-Off: Children must be dropped off by an adult unless prior written arrangements have been made by the primary caregivers. The adult must remain with the child until the child is accepted by our staff. If arrangements for bus transportation have been made, staff will meet the child in front of the building and accept the child directly from the bus driver. Buses will drop children off in front of the main entrance to our building, so staff will gather all the children and walk outside together to meet the bus. Children must stay with staff and wait on the sidewalk while meeting the bus. Children may walk to our center only if the appropriate written arrangements are on file with our staff.



Dismissal: We will release children only to adults authorized by the primary caregivers. Our staff will verify the identity of each adult at the time of departure. If a child leaves the center without an authorized adult, the primary caregivers must provide written authorization in advance. Art and Science

Kids must have copies of divorce settlements and custodial agreements in order to withhold the dismissal of a child to a biological parent.

Attendance: We keep a record of each student's daily attendance. Please notify us by 1:30pm if your child will be absent for the day, if you are running late, or if you are planning an early dismissal.

Emergency Plan

The following plan is available to all families at the time of enrollment, and all staff understand this plan and will keep it handy in the Willow Room at all times. Fire drills will be practiced once a month, and at least one other aspect of the plan will be practiced by children and staff every other month. Staff will keep a record of each of these drills.

Emergency Phone Numbers

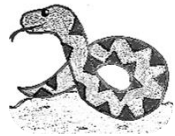
Medical/Fire/Police: 911

Poison Control: 800-222-1222

Sewage/Water 9 am - 5 pm: 541-450-6035

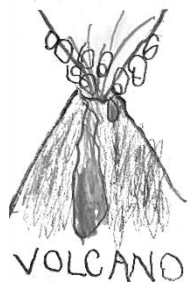
Sewage/Water After Hours: 541-450-6260

SNAKE



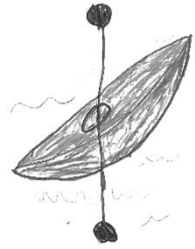
Evacuation, Meeting Place, and Reunification: For all emergencies, we will follow this same plan whenever possible. We keep an orange emergency binder handy near the door to the Willow Room. The provider in charge of the children will grab this binder and lead the children out to the hallway, turn right, and exit through the east exit of the building. Staff and children will meet outside on the paved parking lot on the northeast side of the building. If the exit is blocked, staff and children will exit through the north main entrance. There is also a window in the Willow Room which can serve as an exit if the Willow Room door is blocked. The orange binder contains medical release papers and attendance information, so staff can count children and contact families once everyone is safe outside at the meeting place.

Fire: The Illinois Valley Family Coalition building is equipped with fire extinguishers, smoke alarms, and illuminated EXIT signs. In the event of a fire, staff will follow the evacuation plan listed above and call 911.



Flood: Our staff checks weather reports every day as part of our regular job since we often work with children outdoors. If a flood warning is posted for our area, we will know ahead of time. The Illinois Valley Family Coalition building is located away from the river and high enough that areas near Highway 199 and downtown Cave Junction are likely to be flooded before our building floods. In that case, our first course of action will be to shelter in place while we contact families and arrange for children to be picked up. There is enough food and supplies available in our building to keep our children safe and comfortable for at least one night in an emergency. If we need to evacuate the building, we will follow the evacuation plan listed above.

KAYAK



Severe Storms: Art and Science Kids staff check weather reports every day as part of our regular job since we often work with children outdoors. If a severe storm warning is posted for our area, we will know ahead of time. If the Three Rivers School District closes schools due to snow, icy roads, or other severe weather, we will close the Willow Room. There is enough food and supplies available in our building to keep our children safe and comfortable for at least one night in an emergency. If we need to evacuate the building, we will follow the evacuation plan listed above.



Earthquake: If the children are indoors during an earthquake, staff and children will stop, take cover under a table, and hold there until the shaking stops. If the children are outdoors during an Earthquake, staff and children will remain outdoors and stand out in the middle of the field on the Southeast side of the building. If evacuation is necessary after the earthquake ends, we will follow the evacuation plan listed above.

Acute Illness of a Child: We have informed all our staff and families that sick children and adults must stay home. If a child exhibits symptoms of illness during the course of the day after drop-off, staff will isolate them away from other children with an adult monitor wearing personal protective gear, and contact the child's parent to arrange a pick up as soon as possible. We have a mat available for the child to rest in the closet area of the Willow Room. We will encourage the family to seek medical attention and stay home until they are symptom-free.

Threats of Violence: If a person or animal at or near our building is making staff or the children uncomfortable, we will monitor the situation carefully and immediately let the other staff members know there is potential danger in our vicinity. We will work to isolate the children and staff away from danger. We will not try to restrain or block anybody, and we will remain calm and polite while avoiding confrontation. If there is danger inside the building and the children are outside the building, we will quickly gather the children and go to our outside meeting place in the parking lot on the northeast side of the building. If the person or animal is outside with the children, we will quickly gather the children, return to the classroom, and initiate our lockdown procedure. If the children are inside the building we will initiate LOCKDOWN procedures:

- Close, secure, and lock door and windows
- Turn off lights
- Close blinds
- Keep everyone away from door and windows, stay out of sight, and sit on floor.
- Maintain a calm atmosphere in the room by reading or talking quietly to children.
- Call 911 to ensure emergency personnel have been notified.
- Remain in lockdown until the situation is resolved.
- Notify primary caregivers about any lockdown, whether practice or real.

Our Plan for Student Discipline

The purpose of this plan is to teach. We teach students to manage their emotions, listen, and positively interact with the rest of us. We teach grown-ups to listen to the children, observe the environment, and intervene early to help children. This plan is designed to help all of us--children and adults--look out for each other and improve our skills.

Clear Expectations: Our school rules are in the first person to help us internalize our expectations:

- I care for myself
- I care for others
- I care for my school

We spend time every day repeating these expectations and modeling prosocial behaviors such as cleaning up, sharing materials, using kind words, and taking a breath when we are feeling frustrated. All adults who interact with our students understand our discipline plan and use a common language so children know that we are all on board together.

Our Environment: We make an effort every day to ensure that the classroom environment is organized with children in mind. Extraneous materials are kept out of reach, but materials like pencils, glue, and blocks that are designed to further our learning goals are readily available. We observe and listen to the children, and we adjust the environment to ensure that the children's needs are always foremost in our minds. Our students spend time outdoors year-round regardless of the weather, so we also ensure that children have access to proper clothing, engaging athletic activities, and a safe inviting outdoor environment free of debris. We teach children the boundaries ahead of time so everyone knows where they need to be and what is expected.



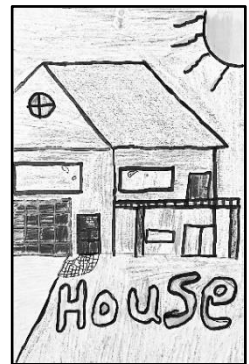
Routines: We have found the best way to avoid difficult behaviors is to provide predictable routines that the children can learn and expect. We keep our daily schedule simple with rare changes to the basic plan. The routine includes opportunities for quiet study, interactive play, outdoor activities, snack time, and group discussions. Our schedule is always available to family members and staff.

ROCKET



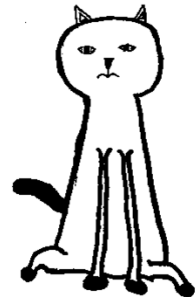
Positive Guidance: As often as possible, our approach to student discipline is to notice prosocial helpful behaviors. We use specific language to thank and praise our students for caring for each other. We say, “Thank you for cleaning up,” “Nice job finishing your homework; I know that was hard,” and “I am glad you are using a quiet voice.” Some children dislike being put on the spot, so our teachers may approach children from the side with a quiet voice or gesture to deliver praise.

Family Communication: This plan is provided to adult care-givers at the time of enrollment. We are careful to ensure all adults understand the plan early to avoid misunderstandings. In addition, we joyfully welcome opportunities to communicate with each child’s home and family. When possible, we visit children’s homes, make phone calls, and invite caregivers to meet with us. We strive to make the tone of this communication positive and inviting. We talk more often with families about the positive things that are happening under our care. By taking the time to build relationships, we believe families will be less defensive and more helpful when it comes time to discuss problematic behaviors.



Early Intervention: We believe that by closely following the above procedures, it will be easier for our staff to predict and identify difficult behaviors. By intervening early, it will not be necessary to take a scolding punitive tone with children, and we can instead use the opportunity to reteach our expectations in a calm and firm tone. The targeted child will not be the only child listening and watching the adult in this situation. Modeling prosocial problem-solving skills is essential. To avoid distracting on-task students, the teacher may approach the off-task student from the side with a quiet voice. We strive to listen to the children even when we are disappointed in their behavioral choices. Children often have reasons for their choices, and they are more agreeable if they know we understand their frustrations. We follow up verbal redirection with positive praise and gratitude when we notice children making better choices.

C A T



Physical Redirection: Our staff will not use corporal punishment, restraints, or prolonged isolation to redirect students' behaviors. These strategies are a violation of Oregon law (ORS 414-205-0085), and they are also ineffective in teaching the prosocial problem-solving skills our students need to grow and develop into productive caring adults. On the other hand, we have found that some children benefit from physical contact with teachers. We may place our hand on children's shoulders, or hold them by their hand. For younger children we may pick children up and hold them in our arms. We may give a child a hug. We may offer the child a different place to sit. These actions are usually used for positive reasons and not just to redirect the child. For some students, physical redirection is not effective at all, so we will use these methods only when we feel it will benefit the individual child in our care.

Special Needs: In the event that a child in our care is not responding well to our attempts at positive redirection and social skills instruction, we still may be able to help. Our friends at the Child Care Resource Network in Medford have agreed to respond to our inquiries with expert consultation. In addition, we have had success communicating with classroom teachers, principals, and special education teachers in the Illinois Valley. Such communication requires a release of information to be signed by caregivers to entrust us to seek outside help. In these rare situations, we may ask caregivers to help us write an individual plan to ensure the child's success.

Removal from our Program: We have never expelled a child from our programs. However, we acknowledge that our limited scope and resources will not always meet the needs of every child. If caregivers decide to remove a child from our care for this reason, we will do what we can to help families find the services they need.

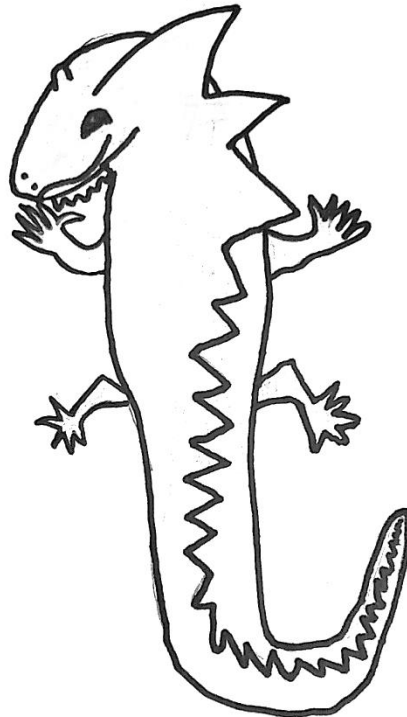
Mandatory Reporting: By Oregon law (ORS 419B.010), all Art and Science Kids staff are mandatory reporters. Sometimes, difficult behaviors observed under our care stem from things that are happening elsewhere in the child's life. Our staff is trained to identify these problems. If we suspect that a child is the victim of abuse or neglect, we will call the child abuse hotline to report the problem.

Ongoing Professional Development: Our goal is to provide the highest level of care, education, and enrichment possible. Even veteran teachers can improve. Students, teachers, and family members all benefit from learning from each other, taking classes, reading books, and attending meetings. Our teachers go through rigorous training every year in the areas of student discipline, health and safety, and child development. Family and community members are welcome to request invitations to these training sessions since we are all in this together!

Our Other Programs: Art and Science Kids and other organizations housed in the Family Coalition building offer a number of other programs for children including

- ♥ Private tutoring
- ♥ Art with Ariana
- ♥ Counseling
- ♥ Forest Fridays

If students have scheduled appointments while they are in our care, we will note their departure and return on our attendance record and ensure they make it to these appointments on time.



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