



WILD LILAC
Child Development
Community

Honoring Our Children, Families, and Community

WILD LILAC'S FAMILY HANDBOOK 2019-2020

ADMINISTRATIVE STAFF

Executive Director: Stephen Karmol

Associate Director: Lindsey Walsh

Kitchen and Garden Coordinator: Michelle Marino

Events Coordinator: Jenn Lindell

3829 SE 74th Ave., Portland, OR 97206

(503) 236-3240

www.wildlilac.org

Employer Identification Number (EIN): 45-1778609

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ABOUT WILD LILAC CDC

Wild Lilac CDC is an early childhood education and family support program in Southeast Portland. Wild Lilac serves children ages six weeks to six years and their families. We are a warm and loving community of children, teachers, and families who value the importance of imagination, creativity, and play for early learners. We offer a cozy and inviting inside space to support children's play, sense of belonging, and connection, and an outside space alive with possibilities for daily exploration and adventure. By providing an environment rooted in respect and compassion, we strive to nourish each child, foster their natural sense of wonder, and provide a supportive space for them to grow.

In all of our activities, we aim to:

- Engage the mind to wonder and question
- Nourish the heart to be compassionate and kind
- Enliven the imagination
- Cultivate a lifelong love of learning

HOURS OF OPERATION

Wild Lilac offers early care and education for children between six weeks and six years of age. Wild Lilac offers full day schedules (7:30am to 5:30pm) and a half-day (7:30am to 1:00pm) preschool option.

OUR PROGRAMS

CLASSROOMS

Wild Lilac has six classrooms:

- In Wild Lilac's **Bluebell Classroom**, there are two educators and six children between the ages of 6 weeks and 12 months.
- In Wild Lilac's **Tulip Classroom**, there are two educators and 8 children between the ages of 12 and 23 months.
- In Wild Lilac's **Daffodil and Poppy Classrooms**, there are two educators and 10 children between 2 and 3.5 years old.
- In Wild Lilac's **Lupine and Iris Classrooms**, there are two educators and 16-18 children between 3 and 5 years old.

MEALS

Wild Lilac provides USDA-approved snacks and meals to all enrolled children. Much of our food is scratch-made in our kitchen by our two amazing chefs, Michelle and Elizabeth. We source organic and local food as often as possible, including produce from our very own 3,000-square-foot garden.

PARENTING SUPPORT

Wild Lilac seeks to connect families to resources and opportunities within the broader community, and we facilitate parenting support groups, parenting classes, and more as interest arises. Please contact our administration with interest in a parenting support group, class, or discussion on a particular topic.

WHO WE ARE

Wild Lilac was founded in 2006, brought to life by two childhood friends – one an educator, the other a social worker – with a vision of an early childhood program dedicated to honoring all children and families. The small, licensed in-home preschool program was nestled in the Hawthorne neighborhood of inner Southeast Portland with just twelve families the first year, doubling in size its second year and soon after adding a toddler program – a second house – for children ages two to three. A couple of years later we built a cottage in the backyard to start our infant program, and we kept on growing.

Motivated by our commitment to equity and access for diverse children and families, Wild Lilac incorporated as a 501(c)(3) nonprofit organization in 2014. We relocated to an expansive new facility, a former elementary school, on a 1.5-acre campus alive with possibilities and filled with potential. We sought to bring our early childhood program to the Foster Powell neighborhood and surrounding areas, where high-quality early childhood education options were few and far between. Since then, we've dedicated our professional lives to creating an amazing early learning community. Now in our thirteenth year of operation, Wild Lilac serves over one hundred children, ages six weeks to six years, and their families.

At Wild Lilac, teachers believe in respectful, intentional, and consistent guidance for children. The school's guidance philosophy is rooted in the teachings of respectful parenting visionaries Magda Gerber and Alfie Kohn.

Wild Lilac staff and educators believe it is the work of families and educators to lovingly nurture children's inherent wisdom and joy. The early childhood education programs of Reggio Emilia, Italy inspire Wild Lilac philosophy and practices. As such, Wild Lilac's curriculum is both constructive and emergent, and responds to the interests, ideas, and questions the children have about the broadening world around them.

Wild Lilac strongly values communication between staff and families. Wild Lilac's staff members use observation and documentation, as well as regular verbal communication to relay information about each child's development to his or her family. At Wild Lilac, we have three formal family conferences throughout the year to discuss each child's progress in the school's environment. Wild Lilac also offers free parenting classes and parenting support groups for enrolled families.

All Wild Lilac staff members must meet educational and work experience requirements appropriate to their position and pass a criminal background check. Every staff member is trained in First Aid, CPR, Recognizing and Reporting Child Abuse, and must have a current Food Handler Card. Our staff receives yearly training through in-services, workshops, and staff meetings. All teachers must meet the Child Care Division's requirement of 15 hours per year of training in child development or related fields. We provide continuing education stipends to all teachers to support their professional development.

Wild Lilac CDC promotes and provides opportunities for our teachers' growth and development as well as fostering teamwork and professionalism. We are committed to offering competitive salaries and benefits. Benefits include paid time off, paid family leave, reduced tuition for staff members' children, a retirement savings plan, and life/health/dental/vision insurance.

OUR MISSION

Wild Lilac Child Development Community offers high quality, inclusive, culturally competent, and accessible early childhood education and comprehensive family support to the Southeast Portland community.

OUR PHILOSOPHY

EXPERIENCING OUR CLASSROOMS

Wild Lilac respects every child's imagination, interests, and pace of learning as unique and important. We support the children in being creative and energetic, while simultaneously asking them to be loving members of our community. At Wild Lilac, we believe that respect for oneself is intertwined with respect for others and our shared environment, so we practice a holistic approach to supporting children's social-emotional growth and development.

Our teachers celebrate diversity. We cherish the vitality and energy ignited by variety of spirit, and we strive to model that a truly ethical and magical life is one where we feel connected with our communities and where we are endowed with voices that are loud enough to be change-makers in our increasingly complex and challenging world.

OUR CURRICULUM

At Wild Lilac, curriculum is focused on exploration, creation, and play. Wild Lilac uses *The Creative Curriculum for Infants and Toddlers* and *The Creative Curriculum for Preschool* as an evidence-based guiding framework. The two curriculums are comprehensive approaches to curriculum design and assessment that support teachers in designing the classroom environment, individualizing activities, and working with children of different developmental needs. Each curriculum includes a continuum of goals and objectives to help guide planning so that all aspects of children’s individualized developmental needs can be actualized. This curriculum supports the teachers in ensuring a solid foundation for future development in all domains. Wild Lilac values play as critical for children in building confidence, language, and interpersonal and problem-solving skills. Wild Lilac teachers observe and document children’s play to better understand their ideas, interests, and theories about the world. By understanding what children already know and believe, Wild Lilac teachers are able to plan classroom experiences that respond to children’s ideas, as well as their unique strengths and needs.

Children are natural theory-builders. At Wild Lilac, teachers strive to give children time, space, and freedom to develop and test their own theories about the world around them. This space for play allows children to gain confidence in their own ideas, build self-esteem, become more independent, and create meaningful relationships with their peers. Our teachers help the children maintain an environment of mutual respect by modeling respect, facilitating problem-solving, and empowering the children to create and uphold their own agreements.

At Wild Lilac, teachers use a project approach to explore themes of interest in the classrooms. In working collaboratively on meaningful projects, Wild Lilac children develop academic competencies in authentic contexts. During project work, each child explores concepts of early literacy, scientific exploration, math and reasoning differently depending on her or his unique development. While working on significant projects, children discover their own strengths and learn from each other. In working together, children build on each other’s knowledge and develop familiarity with language, early math concepts, and scientific thinking that prepare them for the curricular content of kindergarten classrooms.

At Wild Lilac CDC, we honor and celebrate the wonder of the earth and its seasons. Our curriculum notices the shifting of the natural world, and we gather together as a community of families to celebrate the powerful rhythm of the natural world with parties, picnics, and outings.

Wild Lilac celebrates diversity and is guided by the principles of anti-bias education; we strive to be an inclusive, diverse, and welcoming space for all children and their families. We all belong here.

WILD LILAC'S COMMITMENT TO AN ANTI-BIAS APPROACH

At Wild Lilac, we uphold an activist approach to valuing diversity and promoting equity. We teach children to accept, respect, and celebrate differences in gender, family structure, race, ethnicity, culture, ability, and language. We value an anti-oppressive environment and use anti-bias curriculum to enable every child to construct a positive self-identity and comfort interacting with diverse peers. It is Wild Lilac's goal to help children develop critical-thinking skills and empower them to promote social justice in their own lives, their communities, and in the world more broadly.

Wild Lilac is a space where each person's unique voice is celebrated. Our program is safe from judgment, a place where each student is encouraged to think broadly, ask questions, and take creative risks. We encourage the children to re-imagine how we live together, what goals we strive to achieve and what ends we try to meet. We want each of our students to leave Wild Lilac with a deep, lasting inner strength that remains intertwined with a respect for and participation in the community around them. We hope to bestow upon the children a sense of social responsibility and vision by cultivating their sense of self-worth and integrity.

Wild Lilac CDC values differences among people and fights against oppressive ideas and behaviors. As a community of teachers, children, and parents Wild Lilac confronts and challenges the common oppression of minority groups and strives to promote an inclusive atmosphere.

This anti-bias perspective is reflected in and supported by all aspects of the classroom environment. It is Wild Lilac's goal for all curricular content to reflect and respond to each child's family home values, beliefs, experiences, and language. For example, our ever expanding and changing library has books that focus on the experiences of a diverse range of people, and our daily conversations often explore and challenge widely held prejudices and misconceptions about other peoples. The children are encouraged to explore themes of gender and family structure in their play. Anti-bias curriculum is practiced in the classrooms with teachers and children confronting issues that arise, rather than covering them up or actively avoiding them.

Wild Lilac CDC's anti-bias approach extends into our greater school community. It is Wild Lilac's aim to learn about each family's definitions of its race, religion, home language, culture, and family structure – and to honor these voices in shaping our school.

GUIDANCE AT WILD LILAC

Wild Lilac teachers strive to create an environment that supports all children in their play and learning. Wild Lilac teachers frame all children’s behavior in a developmentally appropriate manner as they work to establish classroom communities based on unconditional care, trust, and mutual respect. At Wild Lilac, the term “guidance” is used to describe the non-punishing methods in which teachers guide children’s behavior in positive directions so that they learn to respect themselves and others, care for shared materials and spaces, and develop the ability to self-regulate. Teachers intervene to keep the environment open, safe, fun, and constructive in a way that models respect for ourselves and our community. Wild Lilac teachers never use withholding food, threats of withholding food, coercion, bribing, shaming, physical intimidation, or physical punishment in our guidance of children.

We use four basic guidance strategies designed to support children’s development of independent problem solving, self-regulation, and conflict resolution skills:

1. Honoring Natural Consequences
2. Setting Respectful and Consistent Limits
3. Validating All Feelings
4. Using a Problem-Solving Approach to Social Conflict

1. HONORING NATURAL CONSEQUENCES

Natural consequences are consequences to actions that happen naturally, without intervention by an adult or a more sophisticated peer. An example of an adult honoring a natural consequence in a guidance scenario follows.

Scenario: *It is winter, and adult and child are going outside. Adult reminds child to get his coat before he goes outside. Child does not want his coat and chooses to go outside without the coat.*

Natural Consequence: *The child is cold and uncomfortable.*

Follow Up Support: *They must go inside to get a coat. Next time they go outside, they have an experience to talk about and reflect on if the child says he does not want his coat again.*

At Wild Lilac, teachers honor natural consequences and use natural consequences in guidance. When children have opportunities to make choices and experience the consequences of their choices, they learn the value of thinking through their actions and making positive choices rather than merely learning to do what they are told. At Wild Lilac, teachers empower children to make developmentally appropriate choices and support them through the natural consequences that follow. Honoring natural consequences in guidance is an important way in which teachers and children share power in the classroom.

2. SETTING RESPECTFUL AND CONSISTENT LIMITS

Wild Lilac teachers maintain limits and expectations in the classroom that are developmentally appropriate. Teachers guide the children in following the principles of respect for self, respect for others, and respect for the space. Teachers model safety and respect for the children in the classroom at all times. Wild Lilac teachers prepare the classroom environment so that children have many opportunities to choose from a variety of different materials. This minimizes challenging behaviors, because it gives children many different ways to engage in the classroom. The daily rhythm of the classroom is structured to provide the children with consistency so teacher expectations are clear and easily predictable.

3. VALIDATING ALL FEELINGS

Validating feelings is an important part of Wild Lilac teachers' roles as guides. Teachers describe the feelings they see to help children connect language to the feelings they experience. Teachers react with calm compassion to all feelings. When a child is upset (regardless of the reason), a teacher stays close by the child and responds to the child's needs. Wild Lilac teachers do not ever ask children to calm down or to stop crying.

4. USING A PROBLEM-SOLVING APPROACH TO SOCIAL CONFLICT

Wild Lilac teachers use the following *social problem-solving model* to address conflict between children in the classroom. Teachers consistently use this problem-solving model, step by step, so that the children learn to predict the steps of problem solving and to require less and less teacher support in problem solving over time. After using this model for a few months, children need little adult intervention and often solve their problems on their own. Wild Lilac teachers understand and value the fact that children are competent and capable people who are able to work out their social issues with the appropriate support. Wild Lilac teachers stay close by during problem-solving sessions to provide extra support as needed.

A. Approaching the Children Calmly

Example: *Jami and Sam are struggling over a toy. The teacher approaches quickly, but calmly, and notes what she or he is seeing. For example: "Hey, I see you two are struggling."*

A warning voice is only used if children are out of a teacher's reach and a child is in harm's way. The teacher places his or her body between the children and uses gentle touch to get the children's attention. The teacher crouches down to the children's level and remains neutral in his or her intervention.

B. Acknowledging the Children's Feelings

The teacher lets the children know what their emotions look like to her or him.



Example: *Jami and Sam are clearly not agreeing. Jami says, “No!” to Sam, and Sam is crying. The teacher says something like: “Oh, Jami. You seem really upset. And Sam, I see that you are crying. You look really upset too.”*

The teacher uses this time to demonstrate empathy for any and all feelings from the children by listening to them and making comforting noises and gestures. The teacher guides the children in using their words by modeling this behavior; she or he substitutes any hurtful or judgmental language with language that explains the children’s feelings.

Example: *Jami says, “Sam is stupid and I hate Sam.” The teacher may say: “I hear that you are really mad and you two are having a problem.”*

C. Gathering Information

The teacher asks open-ended questions. The teacher does not lead the children to give a certain account based on what the teacher thinks s/he saw, but rather takes into account the children’s version of what happened.

Example: *The teacher asks Jami and Sam: “What is happening?” or “What is the problem?” one at a time and gives each one an opportunity to tell a personal version of the scenario.*

D. Restating the Problem

The teacher restates what he or she has heard from everyone involved and states what he or she perceives the problem to be. The teacher asks the children if he or she understands the situation the way they are experiencing it.

Example: *The teacher says to the children: “I heard Jami say she was using this doll. I heard Sam say he wants to use this same doll. Is that what is happening?”*

E. Finding a Solution

First, the teacher asks the children for solutions.

Example: *The teacher asks the children, “What can we do to solve this problem?”*

The teacher listens to each response and asks the children if there is a solution that will work for everyone involved. If the children are unable to reach a consensus, the teacher may ask other children for suggestions or may offer some solutions that she or he thinks might feel fair. The teacher also is aware that the problem is the children’s problem and the solution must work for them. The solution may not always make sense to the teacher; the important thing is that it makes sense to all of the involved children!

F. Providing Follow Up Support

When a solution is agreed upon, the teacher stays nearby and is always prepared to give follow up support to guide the children in honoring the agreement. The teacher also acknowledges the children's feelings that come out of problem solving. Sometimes this intensive level of social negotiation can be emotionally overwhelming for children, especially as they become familiar with this process, so the teacher always attempts to be sensitive to the feelings that might arise after a problem-solving session.

UNDERSTANDING CHALLENGING BEHAVIOR IN THE CLASSROOM

When challenging behaviors are not resolved using the above described guidance strategies, teachers use *functional assessment* procedures to discover patterns and better understand the behavior. The functional assessment tool allows teacher to see behavioral patterns by documenting the antecedent, behavior, and consequence of different problematic scenarios. When challenging behaviors persist for a child, the child's teaching staff may develop an Individualized Support Plan (ISP) that will be reviewed and approved by the child's family to support the child with appropriate behavioral interventions. All child assessment information, including ISPs, are kept in confidential folders accessible only to the child's teaching staff and the child's family.

POSITION ON TIMEOUTS

Wild Lilac does not use or condone the use of time-outs as punishment. We believe time-outs send the message that children are only welcome in the group when their behavior is desirable and will be isolated if their behavior is undesirable. This can be damaging to a child's confidence and emotional health. In fact, the National Association for the Education of Young Children (NAEYC) includes the use of time-outs in a list of harmful disciplinary measures, along with physical punishment, criticizing, blaming, and shaming. Our approach empowers the child to work with us in exploring their feelings, solving problems, and creating agreements. We aim to send the child the message, no matter the situation, that the love and commitment of trusted adults is unconditional.

HONORING EACH OTHER, HONORING OURSELVES

It is important for parents/guardians and caregivers to honor and respect their own needs as well as the needs of the child. Adults who sacrifice their own needs to an uncomfortable degree may become resentful, sad, and angry. Children may feel their pain and act out. An adult who sets reasonable limits rooted in respect for self and child instills security and confidence in the child. At Wild Lilac, teachers honor the children's feelings and needs, while also honoring their own. Wild Lilac teachers work hard to maintain an environment where every person, adult and child alike, has the space and support to be her or his kindest, most patient, and respectful member of the community.

VOLUNTEERS

Our valued volunteers who assist us at Wild Lilac are not responsible for classroom management nor are they permitted to provide guidance or discipline to any child in our care. Classroom management, guidance, and discipline are solely the responsibility of our paid teachers and staff. Our policy states that volunteers may never be alone with children, nor are they counted in student-teacher ratios for licensing purposes.

ASSESSMENT OF CHILDREN AT WILD LILAC

Wild Lilac CDC's classrooms are filled with pictures of the children, their artwork and project investigations, and their thoughts and feelings about the themes they are exploring. Teachers observe the children's budding ideas and theories and document the processes their discoveries and work go through. Teachers work alongside the children to display these threads of learning for all to see. Documentation displays are an opportunity to revisit experiences, identify the phases of the experience, dialogue with one another, and build on ideas and theories. It is Wild Lilac's hope that the documentation experience can work to connect the children, families, teachers, and outside community.

CHILD PORTFOLIOS

Teachers document children's development in individual child portfolios. Each child has a three-ring binder that contains her or his personal portfolio. This portfolio begins when the child enrolls in the program and follows the child through her or his journey at Wild Lilac CDC until graduation. Each portfolio contains written observations, photos, work samples, and documentation that reflect the individual child's experience at Wild Lilac. These portfolios are shared with families during conferences and/or when requested. Each portfolio includes "learning stories" about the individual child. Learning stories are subjective narratives accompanied by photos that communicate children's learning as they persist at a task. They highlight the skills learned and how to promote further learning, but also place value on the setting in which the learning occurred, relationships, and child's disposition.

DEVELOPMENTAL ASSESSMENTS

Assessments of children's learning, growth, and development are an integral part of our program. Wild Lilac CDC supports teachers in utilizing an authentic approach to assessment that considers children's development holistically, as we document their growth and change over time. Assessments involve observing developmentally appropriate skills based on child development research and kindergarten readiness, but also take into account a child's personality, disposition, interests, and strengths. These assessments are collected in children's portfolios, which travel with them throughout their years at Wild Lilac.

When a child's teaching team suspects a developmental delay or other special need, observations and assessments are conducted and the concerns are communicated to the family in a private

conference. The teaching team brings relevant documentation to the child’s family, explains concerns, suggests possible next steps to take to support the child, and guides the family towards resources for further assessment and specialized support. During this process, Wild Lilac parents may complete developmental screening for children on the recommendation of their classroom teachers.

OUR DAILY ACTIVITIES

Although teachers at Wild Lilac are entrusted with the responsibility to create their own daily rhythms, there are important aspects of our culture and curriculum that parents can expect to consistently find in all of our classrooms.

FAMILY-STYLE MEALS

Children and teachers sit down together to enjoy snacks and meals each day. We gather to serve ourselves food and drink – developing our independent self-care skills – while enjoying each other’s company. Children are able to choose what they would like to eat, and how much, and are encouraged to develop a connection to the food we eat by working in the garden and kitchen studio.

STORY TIME

In our stories, we tell fables, true stories, and fairy tales. Our stories are often related to the seasons, the natural world, and the children’s budding interests, and they are often used to explore social/emotional themes, such as loss, inclusion, change, and more.

CIRCLE TIME

In our circles (or “meetings,” as we sometimes call group gatherings), we gather to build community by singing songs, doing finger plays and movement games, and celebrating our relationships with each other. Often, we use this time to discuss the happenings of the classroom, offer small group invitations, and plan and reflect on project work.

ART

At Wild Lilac, we believe that all children are capable of artistic expression, and that there are no mistakes in art. We distinguish between “art” and “craft,” as Bev Bos discusses in her book *Don’t Move the Muffin Tins*, by asking how much participation by an adult is needed once the teacher has presented materials. When the activity is true art and genuinely creative, all the teacher has to do is put a name on the paper or perhaps stand by to add to the supplies. Children’s encounters with art are consistently open-ended and process-focused, and we encourage them to explore the materials at their own pace and in their own way.

PROJECTS, STUDIES, AND INVESTIGATIONS

Wild Lilac's philosophy is grounded in the social constructivist approach to education. Teachers observe the children to introduce projects that respond to themes arising in their play and questions they ask. Teachers document the shape that a given project takes when the children breathe their interests and energy into it by taking notes on the phases of a project, documenting the children's questions and comments, and by photographing the process. The duration of the projects and activities we do depends on the scale of the project, and also on the children's interest and inspiration. Our projects may have many parts, span many months, and transform down many different paths.

INFANT CLASSROOM HEALTH AND SAFETY PRACTICES

SHOES

When entering the infant room, adults are asked to remove or cover their street shoes. Removing shoes decreases the amount of dirt and debris that is tracked in and helps prevent injury should an adult step on a child's fingers or toes.

BATHING

Children are not routinely bathed at Wild Lilac; however, children who have been involved in extremely messy play or who have soiled themselves outside the diaper area may be bathed. A mild liquid soap, such as unscented castile soap, will be used, unless parents have instructed staff otherwise. Soiled clothing will be wrapped in a plastic bag and placed in the child's cubby for laundering at home.

REDUCING THE RISK OF SIDS: SAFE SLEEP POLICIES

In order to reduce the risk of Sudden Infant Death Syndrome, Wild Lilac has adopted the following policies as recommended by Healthy Child Care America:

- All healthy babies will be placed on their backs to sleep. Babies will always be placed on their back to sleep, but when they are able to turn over, they will be allowed to sleep in their preferred position.
- A doctor's note will be required if babies need to sleep in a position other than their backs.
- Babies will be placed to sleep on safety approved firm mattresses.
- Mattresses will be free of toys, stuffed animals, and bedding.
- When babies are put to sleep, the baby's feet will be placed at the foot of the mattress. No blankets will be used for children under 1-year-old. Families may provide an approved sleep sack for use at Wild Lilac.
- One baby will be placed to sleep per bed at any one time.
- The room will be kept at a temperature comfortable for a lightly clothed adult.
- Staff will visually check on sleeping babies often.
- Smoking will not be allowed around babies, as smoking in a room where babies' sleep is linked to an increased risk of SIDS.

- Supervised tummy time will be given to awake babies to help strengthen muscles and develop typically.

FOOD AT WILD LILAC CDC

Wild Lilac CDC offers healthy, delicious food that is ethically and sustainably sourced as often as possible. We offer the children whole, vegetarian food to honor their growing bodies. The children help make bread, applesauce, hummus, mashed potatoes, tortillas, and more. Being involved in meal preparation encourages the children to expand their palates! We also try our very best to buy locally grown food to support local growers and reduce the environmental impact of transporting food. We eat seasonally to honor the relationship between the rhythm of our bodies and the rhythm of the natural world. As a precaution for severe allergies, Wild Lilac does not serve tree nuts or peanuts in our food program. If food or snacks are ever brought from home, we ask that parents carefully check ingredient labels to ensure that foods brought from home are nut-free.

MEALTIME SUPERVISION AND SOCIALIZATION

Group meals are not just times for children to eat, but also important social events. Young children are in the process of developing lifelong attitudes toward food and the experience of eating. Children feel competent when they are allowed to decide what, when, and how much to eat. In a relaxed setting, they form positive attitudes and learn vital skills.

A variety of food is served, which broadens each child's food experiences, and each child is encouraged, but not forced, to eat or taste food. Teachers do not hold back treats as a reward for eating certain food groups; food is not used as a punishment or reward. All food will be offered to children at the same time.

Children and teachers eat meals and snacks family style, except for infants and very young children who require that an adult help feed them. Toddlers are encouraged to hold and drink from a cup, to use a spoon, and to use their fingers for self-feeding. Children should be encouraged to use utensils, and utensils are offered when developmentally appropriate. Sufficient time is allowed for each child to eat, with extra assistance and time provided for slow eaters to ensure an enjoyable experience. Children are seated while they are eating or drinking.

Mealtimes with children are not a time to worry about making a mess. The tactile, sensory exploration of food is often as important as eating itself.

Medically based diets or other dietary requirements are accommodated as needed.

MEALS AND SNACKS

Wild Lilac follows meal pattern guidelines from the USDA Child and Adult Care Food Program

(CACFP) when creating menus for meals provided by the program. Wild Lilac provides breakfast, snacks, and lunch. Menus are posted for families on our main communication board and on the kitchen blog: <http://wildlilacchefmichelle.tumblr.com>.

Wild Lilac serves whole milk for children up through age two, after which low fat (1%) milk is served. Drinking water is readily available and offered to the children throughout the day. **We encourage families to provide a water bottle for their child to use at school.**

FOOD ALLERGIES

Each child with any allergy or medical condition shall have:

- 1) Written instructions regarding the child's allergic condition and steps that need to be taken to avoid that food or substance;
- 2) Written description of specific symptoms that would indicate an allergic reaction; and
- 3) A detailed treatment plan to be implemented in the event of an allergic reaction, including the names, doses, and methods of administration of any medications.

With parent's permission, children's food allergies are posted prominently in the classroom and/or wherever food is served. Staff will notify the parent of any suspected allergic reactions, the ingestion of the problem food, or contact with the problem food, even if a reaction did not occur.

All classrooms are nut-free zones. Parents should carefully check all food labels for peanuts and tree nuts before sending foods to school.

INFANT-TODDLER NUTRITION

Wild Lilac's teachers feed infants on demand; teacher's support toddlers to move toward regular meal times unless the parent and the child's health care provider gives written instructions otherwise. Demand feeding meets the infant's nutritional and emotional needs and provides an immediate response to the infant, which helps ensure trust and feelings of security. Information regarding a child's feeding is recorded on the Daily Activity Report.

BREASTFED CHILDREN

Wild Lilac encourages and supports breastfeeding. Mothers who breastfeed are encouraged to come and breastfeed in the child's classroom or our nursing room at any time during the day. If expressed breast milk is provided for staff to feed to the baby, the following procedures should be used:

- The breast milk must be stored in ready-to-feed sanitary containers and must be labeled with the infant's name and date.
- Breast milk should be placed in the refrigerator or freezer immediately upon arrival.
- Refrigerated breast milk must be used within 48 hours.

- Frozen breast milk must be used within 1 month.
- Expressed breast milk must be discarded if it has been unrefrigerated for an hour or more; or if it is in a bottle that has been fed over a period that exceeds an hour from the beginning of the feeding.

BOTTLE FEEDING

Bottles must be labeled with the child's name and date prepared. Children will be held when being bottle-fed, until they are able to hold the bottle themselves.

INFANT FORMULA

If a baby is drinking formula, Wild Lilac provides "Simple Truth Organic" cow's milk formula as an option for families. If families prefer a different type/brand of formula, they must provide it.

PREPARING AND FEEDING SOLID FOODS TO INFANTS & TODDLERS

If parents provide baby food, each container of food must be labeled with the name of the child to whom it belongs.

When children are ready for chopped foods, these foods must be cut into small pieces no larger than ¼-inch cubes or thin slices. For toddlers, foods must be cut up into small pieces no larger than ½-inch cubes.

PROGRESSION OF FOOD EXPERIENCES

To avoid problems of food sensitivity in very young children, parents will be asked to provide a list of foods that have already been introduced to the child before staff members serve these foods to the child at Wild Lilac. Parents and staff should discuss new foods prior to their introduction at Wild Lilac. Parents are welcomed to discuss religious and cultural food preferences with teachers.

INSIDE AND OUTSIDE ACTIVITIES

Teachers provide time daily for both indoor and outdoor activities (except when weather, air quality, and environmental safety conditions pose a health risk as defined by local health officials). We offer the option to learn and play outdoors every day, rain or shine, and ask that families provide weather-appropriate clothing and footwear to support children's ability to play outdoors every day in safety and comfort.

STAFFING, RATIOS, AND GROUP SIZE

Wild Lilac's teachers are highly skilled and trained educators. Teachers must meet all childcare licensing regulations regarding background checks and ongoing training. All staff members are required to be trained in CPR and first aid, in addition to child development and early childhood

education. In addition to employing paid part-time and full-time staff, Wild Lilac also hosts students completing an internship, enrolled in practicum courses or other courses requiring a volunteer component. Volunteers and students not employed by the center are never left alone with children.

Based on our intention to honor the importance of relationships in children's education, three concepts are utilized in determining staffing patterns at Wild Lilac:

- **Primary Caregiving:** Each classroom has a team of three educators connected to their children, in order to develop close and meaningful relationships with a small number of trusted adults.
- **Continuity of Care:** As often as possible, teachers transition with their students to the next classroom setting.
- **Cohort Model:** Children remain with the same group of peers each day, and throughout the school year, and are not moved between classrooms based on ratio, schedule, or age.

Child-to-staff ratios are 4:1 for infants/ toddlers; 5:1 for two-year-olds, 10:1 for preschoolers; and 10:1 for kindergarten. Ratios are maintained inside as well as outside.

Wild Lilac's classroom group sizes are 6 for young infants; 8 for older infants and young toddlers; 10 for two-year-olds, and 16 for preschoolers. Substitutes often cover for the classroom teachers when they are on vacation, sick, or on family leave. Teachers will notify families of planned or unexpected absences via email to let them know of staffing changes. Please introduce yourself and your child to an unfamiliar substitute who may be in the classroom.

Children visiting with a family member are the responsibility of their parents/guardians. Visiting family members must remain with their children in order to maintain appropriate group sizes and ratios.

CALENDAR

Families are responsible for arranging alternate childcare on Wild Lilac CDC school and federal holidays, and professional development in-service days. Our calendar is given to each family at the start of the year and upon enrollment. Families may request to join our Google calendar. Wild Lilac CDC follows Portland Public School's recommendation for inclement weather closures. Our current calendar is posted on our website: www.wildlilac.org/calendar.

ROLE OF FAMILIES

COMMUNICATION

At Wild Lilac, we believe that developing trust and a working partnership with parents through open communication is essential to quality early care and education. Communication between staff and children’s families is carried out on a regular basis throughout the program year. Communication with parents/guardians is conducted in the families’ home language to the extent possible. A variety of methods are utilized to share information with families including but not limited to:

- Daily activity reports for infants and toddlers (serves as a record of meals, naps, diaper changes, and other activities during the day);
- Bulletin and white boards;
- Communication folders;
- Weekly newsletters;
- Home visits;
- Parent-teacher conferences;
- Parent discussion nights;
- Potlucks/gatherings;
- Email bulletins and other correspondence;
- In-school events;
- Out-of-school events;
- Safety Committee membership; and
- Event coordination.

CHILD ABUSE REPORTING

All of Wild Lilac’s employees are mandated reporters and are required by law to report suspected child abuse or neglect to an agency that provides child protective services (CPS) or to a law enforcement agency.

FAMILY INVOLVEMENT

Family involvement at the center is an important part of the history and culture of Wild Lilac. Family members have the right to observe in their child’s classroom at any time. Family members and teachers work together as facilitators of learning and as models for children. A family’s involvement in its child’s school program is crucial for the success of both the program and the child.

Families are encouraged to participate in and contribute to the success of their child and Wild Lilac by:

- 1) Serving on committees to provide input for policies and events;
- 2) Donating approved materials to the school;
- 3) Serving on Wild Lilac's Board of Directors;
- 4) Volunteering in the classroom or the school;
 - a) Working with children
 - b) Participating in workdays: clean up, painting, and maintenance of the center
 - c) Assisting on field trips
 - d) Serving as "Room Parent" for the classroom
- 5) Housekeeping, organizing, and deep cleaning community spaces;
- 6) Participating in fundraiser events;
- 7) Working on things at home for the school: repairing books, prepping art projects, making flannel stories, sewing;
- 8) Completing surveys geared toward program improvement;
- 9) Providing information about their child(ren) informally through written and verbal communication with teachers and formally by attending parent/teacher conferences;
- 10) Informing staff members of concerns or asking questions about child development, curriculum, classroom management, or issues concerning their individual child(ren) or family circumstances; and/or
- 11) Attending parent meetings and trainings.

SPECIAL EVENTS

Wild Lilac has several program-wide special events throughout the year to facilitate parent and staff interaction, and to help build home and school relationships. These special events may include puppet shows, Life and Learning @ Wild Lilac nights, our MLK Day of Service, the Harvest Faire, May Faire, the annual Art Show, our Banned Books Celebration, and Procession of the Species. These community activities are marked on the Wild Lilac CDC calendar.

ARRIVAL AND DEPARTURE PROCEDURES

Regular attendance is encouraged and may be required for subsidized slots. Please call before class if your child will not be attending that day. School phone #: 503-236-3240.

ARRIVALS

Parents/Guardians are encouraged to have children arrive at school by 9:00 am.

Parents must:

- Accompany children into the classroom;
- Wash hands;

- Sign children in on the attendance sheet;
- Fill out the daily record for infants and toddlers;
- Make sure a teacher is aware of each child's arrival;
- Inform staff of any special information regarding the child including illness, loss of sleep, appetite, injuries, etc. that could affect a child's disposition;
- Ensure child washes hands upon entering classroom; and
- Have applied sunscreen to the child, if needed.

Siblings or other children must not be left unsupervised in vehicles.

SEPARATION

Parents/guardians are encouraged to have a good-bye ritual that will help children learn to trust the parent will return. Staff will comfort and reassure children; encourage children to talk about feelings; play out themes of separation and reunion; and provide parents with evidence, such as photographs, that their child is being cared for and is enjoying the activities at school. Staff members are available to work with parents to plan developmentally appropriate coping strategies for use at home and at school.

DEPARTURES AND AUTHORIZATION FOR PICK UP

Staff will only release children from Wild Lilac to authorized persons whose names appear on the enrollment form, the emergency contact form, or on a written note from the parent. Please make sure that your emergency contact information is current. Anyone who is unfamiliar to staff must show identification before the child will be released. Anyone who does not provide identification will be turned away. Wild Lilac's policy of releasing children to authorized persons only is applied as a daily routine, as well as during emergency or evacuation situations.

TIMELINESS

We ask that you or an authorized pick-up person be on time for both the start and finish of each class. If you arrive early with your child, please be prepared to stay until the scheduled class starting time as staff may be involved in prep work and not available to supervise your child. If you are aware that you are going to be late for the end of class, please call and let us know. If we have not been so notified and no one has arrived to pick up your child by 10 minutes after the end of the class session, we will attempt to contact parents. If we are unsuccessful, we will call the emergency contacts you have given us.

HOLIDAYS AND FESTIVALS

At Wild Lilac, we do not observe religious holidays; however, we welcome families to share with us their own traditions and beliefs.

THINGS TO BRING TO SCHOOL

Each child will have a labeled space for his or her belongings. We ask that you bring the following to school for your child, if possible:

- 2 pairs of underwear
- 2 pairs of socks
- 2 pairs of pants
- 2 shirts
- 1 water bottle (taken home and cleaned weekly)

In the wintertime:

- a warm hat
- gloves
- a raincoat
- rubber boots

In the summertime:

- a sun hat
- a bathing suit
- water shoes or flip flops

Please let us know if you have any trouble supplying these items; we will ensure your child has what he or she needs.

RIGHT TO ACCESS

Parents and guardians have the right to access the school anytime during the hours of operation. However, please be mindful of the fact that the school has an alarm after school hours, so access is restricted to business hours: 7:30 am-5:30 pm. Please only pick up forgotten items during Wild Lilac's operating hours, as our building has a security system that is armed when school is not in session.

HOME VISITS

Home visits are valuable in building relationships with parents and in developing a broader understanding of each child. Wild Lilac actively encourages parents to participate in a home visit each year; however, home visits are not a requirement. Home visits provide opportunities for:

- Making connections
- Developing positive relationships
- Identifying learning opportunities in the home environment

- Focusing individualized attention on family strengths, interests, and goals.

Home visits are scheduled in the fall and spring. Appointments are made at times that are mutually convenient for parents and staff.

VOLUNTEERING AT WILD LILAC

All parents/guardians are encouraged to volunteer at school if interested. In addition to working directly with the children, many other activities are available for volunteers. If you are interested in volunteering, please contact your child's teacher or our directors

In order to maintain high standards of care:

- 1) Children visiting with their parents are the responsibility of their parents. Visiting parents must remain with their children in order to maintain appropriate group sizes and ratios.
- 2) All volunteers must be 14 years of age or older. Volunteers under the age of 18 must present written permission to volunteer from parent or guardian along with other volunteer requirements.
- 3) All volunteers must complete time sheets.
- 4) Volunteers will never be left alone with children.

ANIMALS

Wild Lilac CDC has three fish that live in our front entryway, as well as four chickens (Pikachu, Yogurt, Bucket, and Princess Featherbottom) that live in a coop and run next to our garden. We have a wonderful natural science studio filled with amazing creatures currently including: a bearded dragon, an axolotl, hermit crabs, a tarantula, millipedes, gerbils, walking sticks, and more!

Please do not bring pets or animals to school without permission from your child's teacher.

DIAPERS

Wild Lilac accepts children of any age in diapers. Wild Lilac does not require the transition between diapering and toileting at a specific age because each child arrives at this developmental milestone differently. Families provide diapers and wipes for their children to use at Wild Lilac. Teachers will notify families when their diaper supply is running low.

TOILET LEARNING

A child will show readiness for independent toileting in three ways: physical, cognitive, and emotional. A physically ready child is able to stay dry for two or more hours during the day, wake up dry from naps, and may wake up dry in the morning. Cognitive readiness is shown when children want to watch people using the toilet, want to flush the toilet, and ask questions about it. The signs of emotional readiness include asking to be changed when wet, pretending to use the toilet, and asking to use it. The presence of all three readiness signals indicates the most opportune time for learning toilet independence. This critical period usually emerges between ages two and four.

When the signs are all present, teachers will make it convenient for the child to use the toilet and provide help as needed. Potty chairs are not used at Wild Lilac, per licensing requirements. Parents/guardians will be asked to support toilet learning by dressing the child in loose fitting clothing that the child and teacher can easily remove. Teachers are available and helpful but do not hover or push children to toilet independently. Teachers will not force a child to remain on the toilet or punish a child for wetting or soiling clothing.

HAND WASHING

Hand washing is the most effective way to reduce disease and the spread of germs, and the importance of frequent hand washing by adults and children cannot be overemphasized. Children's hygiene habits will be encouraged and guided by teachers while at Wild Lilac. Children's hands and faces will be washed as needed. Parents should wash their child's hands when arriving at Wild Lilac. Hand washing procedures are posted in each classroom.

CLEANING AND SANITIZING

Staff members protect themselves and the children by conducting good cleaning and sanitizing procedures on a routine basis. These procedures of infection control are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection. Household chlorine bleach mixed with water according to the health department recommendations is the sanitation agent used in all Wild Lilac classrooms to help reduce disease and the spread of germs.

IMMUNIZATIONS

State law requires that children must be up-to-date on immunizations in order to attend licensed childcare. In January of every year, Wild Lilac reviews the children's immunization records. Should a child be past due for immunizations, the child will be excluded from care until proof of immunizations has been provided to Wild Lilac.

- 1) If immunizations are not given because of parents' personal or religious beliefs, parents are required to either complete an online education module or speak to a healthcare professional about the risks of being unimmunized. Parents must provide proof of completion or children will be excluded from school.
- 2) If vaccine preventable disease to which children are susceptible occurs in a facility, unimmunized children shall be excluded for the duration of the exposure or until the age-appropriate immunizations have been completed.

PARENT-TEACHER CONFERENCES

Wild Lilac teachers will hold parent-teacher conferences three times per year, so that each child's teachers and parents/guardians can sit down together to engage in a dialogue about their growth, development, and learning. Parents receive written information about their child's development at each family conference; they are scheduled to occur three times each year, and the dates may be found on the Wild Lilac calendar. Conferences also can be arranged any time a parent/guardian has a question or concern to discuss.

INCLEMENT WEATHER

Wild Lilac CDC's main objective during bad weather is to ensure the safety of our staff, children, and families. Thank you in advance for understanding our need for safety. If Portland Public schools in the surrounding neighborhood close because of inclement weather, Wild Lilac CDC will close too, following the Portland Public School District's recommendation.

EMERGENCY PROCEDURES

Wild Lilac CDC's emergency procedures follow guidelines mandated by the State of Oregon, with monthly fire drills and other disaster drills every other month. These are recorded and checked regularly by the State of Oregon. Fire emergency equipment is approved and monitored by the Fire Marshall.

Written instructions for evacuating the building, including a map illustrating exiting, is posted in each room used by children. Wild Lilac has written policies and procedures available in each classroom outlining the procedures in case of fire, building damage, flood, earthquake, gas smell, hazardous materials released, and if there is a criminal act. These are located in each classroom's Health and Safety Binder.

WILD LILAC POLICIES

NOTICE OF NON-DISCRIMINATION

It is the policy of Wild Lilac CDC to treat all people with dignity and respect. Our program prohibits discrimination based upon race, sex, religion, creed, color, gender identity, age, national origin, marital status, pregnancy, sexual orientation, citizenship status, military service, veteran status, housing status, familial status, source of income, political affiliation, union affiliation, physical disability, mental disability, or any other protected status in accordance with applicable law.

Wild Lilac CDC adheres to the Division for Early Childhood (DEC) and the National Association for the Education of Young Children's (NAEYC) joint position statement on Early Childhood Inclusion.

In accordance with the requirements of the titles of the Americans with Disabilities Act of 1990, Wild Lilac CDC will not exclude any individual with a disability from the full and equal enjoyment of our services and facilities. Wild Lilac CDC will make reasonable modifications in our policies, practices, or procedures when such modifications are necessary to afford our services and facilities to individuals with disabilities, unless the modifications would fundamentally alter the nature of our services.

PERSONAL ITEMS

Wild Lilac CDC is not responsible for the loss of personal items, which includes damage or loss to backpacks and clothing. Please dress your child in clothing that can get dirty and stained. We get messy at school! If you would like your child's clothing to stay clean throughout the day, please inform your child's teachers, and staff will change your child into "messy clothes" for the appropriate activities.

CHILDREN'S CLOTHING

We ask that all Wild Lilac families provide comfortable, weather-appropriate clothing and footwear to support children's active learning indoors and out. If your family would like support securing clothing or footwear for your child, please talk with the school's administration and we will do everything we can to support your family in securing clothing for your child. Policies guiding children's clothing include:



- Children must wear underwear and/or otherwise have covered the parts of their body (buttocks, genitals) that would typically be covered by underwear at all times (outside of using the restroom or changing clothes).
- Children must wear shoes or boots when playing outdoors, unless a child is in a sandbox-type area.
- Children must wear weather-appropriate clothing outdoors to promote health and safety (for example, winter clothing when it's cold and raining).

Outside of the conditions outlined above—which relate to the health and safety of individual children and the health and sanitation of learning environments and materials—preschool teachers are welcome to create their own classroom-based agreements with children regarding clothing in their classroom or other parts of the school where active learning takes place, such as the gym. Families are welcome and encouraged to share their preferences regarding clothing that teachers will respect and support by communicating and upholding those preferences with their child.

MUSIC POLICY

At Wild Lilac CDC, we limit our group listening to what is acceptable for our whole group—music that celebrates respectful themes for all children and cultural backgrounds. We also hold monthly sing-alongs for our entire school!

TUITION

Wild Lilac has tuition rates competitive with comparable with high quality early childhood education programs in Multnomah County, along with a sliding scale tuition model based on family size and income. Further, we provide internal financial assistance to families who qualify based on financial need in order to improve program access to working families. Please check our website for current tuition rates.

Wild Lilac CDC is registered with DHS (Department of Human Services). To find out if your family qualifies for a childcare subsidy, please visit:

<http://www.oregon.gov/DHS/children/childcare/qualify.shtml>

Working families may also qualify for an Employment Related Day Care (ERDC) subsidy. To find out if your family qualifies for an employment-related subsidy, please visit:

<http://www.oregon.gov/DHS/children/childcare/subsidy.shtml>

TUITION POLICIES AND PROCEDURES

Your child's first and last month of tuition must be paid before enrollment begins.

Families are charged \$1 each minute if they are late in picking up their child after their scheduled pick-up time. Please contact the school if you will be late picking up your child (arriving after 5:30 pm).

Tuition is due on the first of the month, regardless of its day of the week. (For example, if the first of the month is a Saturday, tuition is due on Saturday, not the following Monday).

Tuition may be placed in the tuition box adjacent to the main office, or in Wild Lilac's mailbox adjacent to our front entrance. There is an online payment option through the ChildWatch Parent Portal. For online payments, there is a \$2 convenience fee per transaction. Credit card payments will incur an additional 1.99% processing fee, assessed to your account balance the following month.

Families will be charged \$10 per day for each late day after the tuition is due. Wild Lilac CDC reserves the right to expel families from the program for three or more late payments.

Tuition will not be reimbursed for closures due to inclement weather. These missed days may be used as makeup days throughout the year, although makeup days cannot be guaranteed.

Any unpaid tuition is subject to collection.

CHILDREN'S RECORDS

Licensing regulations require the following items to be completed and on file before a child can attend Wild Lilac:

- Application or Enrollment Form
- Information and Authorization Form
- Immunization Records

SCHEDULE CHANGE REQUESTS

WITHDRAWALS AND REDUCTIONS

If you must withdraw your child or would like to reduce your child's enrollment days, Wild Lilac CDC requires that you notify our enrollment coordinator, Lindsey Walsh, via written communication (email: enrollment@wildlilac.org) by the first of the month in question. Then, if your child's effective withdrawal date falls on the last day of that month, no further charges will be applied. If, however, your child's effective withdrawal date falls on any day prior to the last

day of that month, parents/guardians will be required to pay for the remaining missed days of that month. Please note: this final month's tuition is the "last month of tuition" paid at initial enrollment.

Wild Lilac can only reduce days or hours if it works for Wild Lilac's schedules. So, for example, if you would like to reduce your schedule from 4 days to 3 days, and Wild Lilac does not have a student to fill that spot, it may not be possible to make that schedule change. Each family will have the opportunity to decide if they would like to stay with their current schedule or leave the school if the schedule change cannot be accommodated.

CHANGING OR ADDING DAYS

Requests will be granted based on classroom availability. When multiple families are waiting to add or change days, families will be placed on a classroom waiting list based on the date of their request. When space becomes available, additional days will be granted starting at the top of the waiting list. Requests are not guaranteed to be available within a specific time frame—classroom enrollment changes are rare and unpredictable, often making requests difficult to grant. Wild Lilac works diligently to accommodate schedule change requests.

CHECK IN AND OUT

To ensure the safety and supervision upon arrival in the morning, please walk your child all the way into his or her classroom and state verbally to a teacher that your child is now in care. Upon checking your child out in the afternoon, please indicate you are leaving to a staff member. **Your child will only be released to those individuals you have designated on your child's "Information and Authorization" form. Staff members will require photo ID of anyone who they do not recognize.**

It is an Oregon State requirement that you sign your child in and out of Wild Lilac CDC daily.

MAKE UP DAYS

Each family reserves certain days of the week for their child to attend Wild Lilac, but families are allowed to make up any unused day within the calendar school year. However, unused days can only be used on days when Wild Lilac CDC has been notified of another student's absence. If it is not possible to coordinate make up days within the calendar year, the tuition for the missed days is not refunded. **Make up days are scheduled with classroom teachers; availability and scheduling of makeup days is at the sole discretion of classroom teachers who may make determinations based on factors beyond availability of space in the best interest of their students.**

CHILDREN WITH SPECIAL NEEDS

Wild Lilac's teachers are happy to participate in the development of a child's IFSP or IEP. We encourage families of children with disabilities to talk to the teachers about their child's specific needs and to include us in the conversation about how to support the child as much as possible so that we can provide the care, support, and environment that allows them to thrive.

DISMISSALS

Wild Lilac CDC reserves the right to dismiss a child from the program if it is determined that his or her specific needs cannot be met in our classroom environments.

However, there are several steps taken before a dismissal occurs: 1) teachers document the behavior over time, 2) the Executive Director, parents/guardians, and teachers meet to discuss any behavior concerns, 3) an Individualized Support Plan is created and agreed to by staff and parents/guardians, 4) behavior consultants may be used to support the staff, 5) staff and parents/guardians will have frequent communication to evaluate the success of the behavior plan, and 6) when the efforts to bring about change have been exhausted, parents/guardians and the Executive Director will meet to determine the next course of action.

In the entire history of Wild Lilac, we have never dismissed or expelled a student from our program. Even given significant challenges, our process for supporting children, teachers, and families has been immensely successful.

IMMUNIZATIONS

Immunizations are required by law for children in licensed care outside of their home. All children are required to have a religious or medical exemption on file, if they are not up to date on all required immunizations. Wild Lilac posts our vaccination rates annually on the FAQ section of our website, as well as on our licensing bulletin board at the school's entrance.

WILD LILAC'S HEALTH AND ILLNESS POLICY

Employees and volunteers must stay home, and parents must keep their children home when they have one or more of the following symptoms (except with written approval of the local health officer):

- A fever of 100+ degrees;
- Two diarrhea bowel movements in one day (abnormally loose, runny, watery, or bloody stool);
- Severe cough;

- All rashes, except diaper or heat rashes;
- Vomiting within the past twenty-four (24) hours;
- Persistent nausea;
- Difficulty in breathing or abnormal wheezing;
- Earache or drainage from ears;
- Listlessness (inability to participate in activities of the program) within the past 24 hours
- Lice;
- Any known contagious illness;
- Unusual yellow color to skin or eyes;
- Skin or eye lesions or rashes that are severe, weeping, or pus-filled;
- Complains of severe pain,
- Stiff neck and headache with one or more of the symptoms listed above.

If a child is sick, she or he must be better for twenty-four (24) hours before returning to school. For example, if your child leaves school sick on Tuesday and misses school, the child cannot return until Thursday. If you are in doubt about your child being well enough to come into close social contact with other children and their caregivers, please keep your child at home. Thank you in advance for your support and understanding as we strive to keep our community healthy.

If a child becomes ill while at school, the following practices are abided by:

- 1) If an illness prevents a child from participating comfortably in activities or creates a greater need for care than the teaching team can provide without compromising the health and safety of other children, or if a child's condition is suspected to be contagious and requires exclusion as identified by public health officials, then the child is taken to the designated isolation area (the main office) and made comfortable with a cot, mat, or bed. If the child is suspected of having a contagious disease, then until she or he can be picked up by the family, the child is located where new individuals will not be exposed.
- 2) Once a child has been identified as ill and has any sign or symptom that requires exclusion from the program, his or her parent, guardian, or other authorized person will be notified and asked to pick up the child.

If a child has any unusual level or type of communicable disease staff and teachers will provide:

- 1) Information to families **verbally** and in **writing** about the disease to which their child was exposed,
- 2) Signs and symptoms of the disease,
- 3) Mode of transmission,
- 4) Period of communicability,
- 5) And control measures that are being implemented by the program and that families should implement at home.

Wild Lilac CDC has regular contact with Multnomah County's Health Department in order to keep current on relevant health information. When Wild Lilac CDC's administrators and/or teachers have knowledge of an outbreak of a communicable disease or food poisoning all staff must tell the Executive Director and they will call the Multnomah County Health Department immediately. Please feel free to call the Health Department with any questions and/or concerns: 503-988-3816.

RESTRICTABLE DISEASES

Wild Lilac CDC is required to restrict access to our program by children and teachers who are ill with certain diseases. This helps prevent the spread of diseases to others at Wild Lilac. Any child or teacher who has a restrictable disease should not come Wild Lilac until a health care provider determines that they are no longer contagious to others. Restrictable diseases include the following:

- Chicken pox
- Diphtheria
- Enterohemorrhagic E. Coli
- Food poisoning or waterborne illnesses
- Hepatitis A
- Measles
- Pertussis (Whooping Cough)
- Rubella
- Salmonellosis (including Typhoid)
- Scabies
- Shigellosis
- Streptococcal infection
- Staphylococcus infection
- Tuberculosis
- Any illness accompanied by diarrhea and vomiting

In addition, if any of the following occurs, Wild Lilac's Executive Director is required to contact the Communicable Disease Office (503-988-3406):

- Whenever there is a single case of meningitis or bacteremia (infection of blood) within the facility
- Whenever 3 or more children or staff in the facility has diarrhea, vomiting, or other gastrointestinal symptoms during a 7-day period
- Whenever there are 2 or more cases of diagnosed strep throat among children or staff in a home or classroom in a 7-day period
- Whenever a child or staff member develops jaundice (yellow discoloration of skin or eyes) or is diagnosed with hepatitis.

WILD LILAC'S POLICY TO PROTECT AGAINST COLD, HEAT, SUN INJURY, AND INSECT-BORNE DISEASE

In order to protect the children against cold, heat, sun injury, and insect-borne disease, Wild Lilac CDC ensures that:

- 1) All children wear clothing that is dry and layered for warmth in cold weather.
- 2) Children have the opportunity to play in the shade.
- 3) When children are in the sun, they wear sun-protective clothing, sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher on all exposed skin, or both.
Sunscreen may be applied to a child only with written parent/guardian permission.
- 4) When Multnomah County public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET can be used.
Insect repellent can be applied only once a day and only with written parent/guardian permission.

MEDICATION POLICY

In the event that a child must be given medicine (prescription or over-the-counter), a parent or guardian must fill out a Medicine Authorization Form before the medication is administered. These forms are available from Wild Lilac CDC's staff. Medication must come in its original container and must be labeled with the child's first and last name. Children may not bring medicine in backpacks, coats, etc. The State requires that medications be maintained under locked custody.

All medicine is stored in a locked container out of reach from children. When a teacher administers medicine, the name and dosage are checked and then logged on the child's Medicine Authorization Form. Parents may check this at anytime. Upon asking, an authorized adult who picks up the child will be notified verbally of the medication administered.

For any and all prescription medicine, the child's record must include instructions from the licensed health provider who has prescribed or recommended medication for that child before the medication is administered; alternatively, the licensed health provider's office may give instructions by telephone to the program staff. If the instructions are given verbally, the staff member who receives the instructions must document the conversation (noting the time and date the conversation took place) and must put the documentation in the child's Wild Lilac CDC file.

All prescription medications must be labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's licensed health care provider, the name of the licensed health care provider, the expiration date of the medication or the period of use of the medication, the manufacturer's instructions or the

original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.

WILD LILAC'S CONFIDENTIALITY POLICY

WILD LILAC CDC'S STATEMENT OF INTENT

The intention of Wild Lilac CDC's confidentiality policy is to protect the privacy of children, families, and Wild Lilac staff.

WILD LILAC CDC'S AIM

We aim to ensure that all parents, guardians, and caregivers can share information in the confidence that it will be used to enhance the welfare and education of their children.

HOW WILD LILAC RESPECTS CONFIDENTIALITY

The privacy of the children and families at Wild Lilac is respected at all times. Children and families are not to be discussed with anyone except in supervisory situations. Family information is safeguarded while in use and filed in locked file cabinets when not in use. Family contact information is kept in a location that is accessible to staff, yet secure enough to maintain confidentiality of the information. College/university students partnered with Wild Lilac as part of specific practicum placements or internships may be given access to information in children's files in certain situations. Parents may have access to their own child's file at any time.

The following categories of individuals may have access to individual information about children, including screening and assessment results:

Teachers have access to children's files to:

- Dialogue with parents about development;
- Establish learning goals with parents;
- Plan curriculum;
- Develop the learning environment;
- Determine if additional evaluation is required to any developmental areas; and
- Adapt teaching methods.

Administrators have access to children's files to:

- Determine program effectiveness;
- Determine school readiness;
- Assist teaching staff and families in accessing further evaluation services;
- Assist staff through reflective supervision as to individual teaching methods; and
- Reflect on how teaching impacts learning.

Practicum Students have access to children’s files to:

- Learn about development;
- Complete assignments; and
- Conduct research.

Program Reviewers (licensing representatives, accreditation verifiers) have access to children’s files to:

- Verify records are current;
- Verify presence of required documents; and
- Ensure compliance with regulations.

WILD LILAC CDC’S BITING POLICY

Wild Lilac seeks to ensure that every child is safe and feels safe while in our care. Our program provides an environment that encourages and promotes cooperative interaction, respect for others, and problem solving between the children. Biting is a normal stage of development for young children who are teething and are still developing their language skills. It is usually a temporary condition that is most common between thirteen and twenty-eight months. Wild Lilac CDC takes all hurtful and harmful behavior, including biting, seriously. When it happens, it can be scary, frustrating, and stressful for children, families, and teachers. It also is not something to blame on children, families, or teachers, and there are no quick and easy solutions to it.

Children bite for a variety of reasons: simple sensory exploration, panic, feeling crowded, seeking to be noticed, or intense desire for a toy. Repeated biting becomes a pattern of learned behavior that is often hard to change because it does achieve results (even if they are not the intended results): the desired toy, excitement, attention. Knowing that the effect of his or her biting will hurt another person is not yet a part of a child of this ages’ mindset; the “cause-effect” relationship, as well as strong empathy, is not internalized. Our teachers plan activities and supervise carefully in order for biting not to happen. There are times, however, when teachers cannot be within immediate reach to prevent a bite.

When children bite at Wild Lilac, the teachers attend to the bitten child immediately, comforting the child, helping him or her with language to express his or her feelings. If the bite breaks the skin, it is cleaned and bandaged. The biter is helped away from other children calmly, without a dramatic or emotional response (which might provide negative reinforcement for the child). The teacher will remind the child of ways to be gentle and help the child with language to express his or her feelings. The teacher will help the child return to the group when the child is calm. Wild Lilac teachers focus on each child’s positive behaviors and lovingly describe any gentle touching and respectful interactions they experience between children. When a child does something that hurts another child, the teachers use positive language,

stating what the child can do rather than what he or she must not do (“be safe with friends” or “gentle hands” rather than “no biting”) to empower the child to use his or her body in a gentle and respectful manner.

Wild Lilac teachers communicate unconditional regard for all children at all times, no matter their behavior.

When a bite occurs, teachers follow this procedure:

- 1) The child who is bitten is reminded that when someone does something he or she does not like, he or she has the power to say “no” or “stop.”
- 2) An oral incident report is given to the parents/guardians of all children involved the day the incident occurs. The name of a biting child is not released because it serves no useful purpose and can make an already difficult situation more difficult.
- 3) A written incident report is put in the bitten child’s file. The child’s parent or guardian signs this report.
- 4) We look intensively at the context of each biting incident for pattern, in an effort to prevent further biting behavior.
- 5) We work with each biting child on resolving conflict or frustration in a constructive and safe manner.
- 6) We try to adapt the environment and work with parents/guardians to reduce any child stress.
- 7) We make special efforts to protect the potentially bitten child.
- 8) We make every effort to extinguish biting behavior quickly and to provide support to families.

INCIDENT REPORT POLICY

When an incident occurs at Wild Lilac CDC that leaves a visible physical mark on a child and/or teachers deem is traumatic to a child, an Incident Report Form will be filled out and the incident will be discussed with the parents/guardians of each child involved. All incidents will be discussed with the caregiver who picks the child up from school; only parents/guardians may sign the Incident Report Form. If the caregiver who picks the child up from school is not the child’s parent/guardian, the parents/guardians will also be called to discuss the incident. The parents/guardians will sign the Incident Report Form the next time they are present at school. Wild Lilac teachers honor our confidentiality policy when discussing all incidents.

WILD LILAC'S NON-COLLECTION OF CHILDREN/EMERGENCY PROCEDURE POLICY

EMERGENCY PROCEDURE

If a parent/guardian/caregiver is late collecting a child a member of the staff will stay on the premises until s/he is collected. All efforts will be made to contact the parent/guardian or emergency contact number, however if we have not heard from or cannot contact a suitable member of the child's family within two hours we will have no option but to inform Social Services or local Police as we will deem the child abandoned.

LOST CHILD ON THE PREMISES

If a child cannot be located on the premises, all staff and helpers will first check the local vicinity, ensuring that all external exits are still secure. Secondly, the police will be contacted, closely followed by the child's parent/guardian/caregiver.

LOST CHILD ON AN OUTING

If a child cannot be located on an outing, all staff and helpers will check the local vicinity and establish the child's last known whereabouts. The nearest information service will then be informed and asked to contact the security/police, closely followed by the child's parent/guardian/caregiver.

FIELD TRIPS

Safety Considerations Regarding Child Supervision

While on field trips, applicable student-teacher ratios and adult supervision of children within sight and sound must be maintained at all times. In order to ensure these requirements are met, teachers must take the following precautions:

- If a planned (e.g., a diaper change) or unplanned (e.g., a child falls and requires comfort and/or first aid) situation arises that requires a teacher's attention and focus, the second teacher must gather the remaining children.
 - For example, the second teacher gathers all children and sit together in a circle nearby to sing a song, read a book, or check in about the field trip so far. When the other teacher communicates that they are ready to resume supervision of the larger group, teachers share what will happen next with children and close the circle.

Proactively, teachers can take measures to reduce the likelihood or frequency of these situations arising while on field trips.

- For example, teachers check and change diapers and/or ask all students to use the toilet before leaving the school
- On longer field trips, teachers plan specific times in the flow of the trip (e.g., during a natural transition) for diaper changes and/or toileting.

Teachers invest thought and care into the field trip by researching the setting and creating a plan with co-teachers and/or volunteer chaperones to ensure these guidelines are upheld. When the unexpected arises, communication before and during a field trip is an essential aspect of maintaining children's health and safety.

BUGGY RIDE POLICY AND PROCEDURE

Buggy Use

Buggies are used to introduce the outside world to children, and buggy time should be interactive and stimulating. Teachers use buggy rides to encourage language and extend learning by singing and talking to the children during the walk. Children are engaged through their senses by exposing them to textures, smells, sounds, sights, and sensations (e.g., a bumpy road or the breeze blowing through their hair).

Only buggies meeting national safety standards will be used. Teachers report any problems with the buggies (brakes, buckles, damaged tires, etc.) to the Executive Director so that repairs can be made before the buggy is used again. To accommodate fire regulations, buggies are not to be stored in the hallways.

General Buggy Ride Requirements

- 1) Each staff member taking children on a buggy ride alone must have 6 months of full-time classroom hours at Wild Lilac. After this time, a meeting between the staff member and Executive Director or Health and Safety Coordinator will occur in order to review the Buggy/Field Trip policy and to determine if it is appropriate for that staff member to begin taking buggy rides and/or field trips. It is not guaranteed that the Executive Director will approve the staff member taking buggy rides alone. No guest teachers or substitutes shall be counted in ratio on buggy rides.
- 2) All buggy rides are developmentally appropriate and safe for the children based on their ages and physical development.
- 3) All teachers check each child's Information and Authorization Form to confirm each child's ability to attend buggy rides/walking/bus field trips.
- 4) When leaving for a buggy ride, a sign is posted on the classroom door **and** an email is sent to the classroom families and the Executive Director. The email indicates who is on the buggy ride (children and adults), the time leaving Wild Lilac, the expected time of return, and the cell phone number that is being taken for emergency contact use.
- 5) Water, cups, first aid kits, tissues, allergy information, emergency medications (if applicable), cell phone, and emergency contact information are carried at all times.
- 6) All children wear a Wild Lilac name tag on their back which states: Wild Lilac Child Development Community and Wild Lilac's primary telephone number (503-236-3240).
- 7) Adult-child ratios and group size requirements are maintained during buggy rides.
- 8) Children may not eat while on the buggy.

- 9) When leaving Wild Lilac, routes are planned to use sidewalks, pedestrian walkways, marked crosswalks, etc. Teachers avoid using streets without sidewalks. If it is absolutely necessary to push the buggy in the street, teachers always walk facing traffic.
- 10) Children are not kept in a buggy longer than 30 minutes per day without prior approval from the Executive Director.

Loading the Buggy

- 1) Teachers and/or the Health and Safety Coordinator physically demonstrate to new staff the correct way to load children on to the buggy.
- 2) Children in buggies always wear their seatbelts. No child is left unsupervised in a buggy at any time.
- 3) Children who are unable to climb into a buggy are lifted under their arms or by their torsos. Children are never to be lifted by the arms, hands, or feet.
- 4) Children who are able to climb into a buggy unassisted are closely supervised and immediately buckled in.
- 5) One adult remains with the buggy and the children at all times.

Buggy Ride Time Requirements: Infants and Young Toddlers (6 weeks – 24 months)

- 1) Children are not kept in the buggy longer than 45 minutes per day.
- 2) When children stay in the buggy while away from the school it is considered a “walk.” If they get out of the buggy, it is then considered “a field trip,” and field trip ratios are maintained. (1:3 for infants/young toddlers, 1:4 for toddlers, 1:6 for 3- to 4-year-olds, 1:7 for 5- to 6-year-olds).
- 3) The buggies are not used to lull babies to sleep, nor are babies who fall asleep left in the buggy.
- 4) Written permission (via email) from the Executive Director is required for a walk or field trips that may exceed 45 minutes.

Buggy Ride Time Requirements: Toddlers (24-36 months)

- 1) Children are not kept in the buggy longer than 45 minutes per day.
- 2) When children stay in the buggy while away from the school it is considered a “walk” and if they get out of the buggy it is then considered “a field trip” and field trip ratios are maintained. (1:3 for infants/young toddlers, 1:4 for toddlers, 1:6 for 3- to 4-year-olds, 1:7 for 5- to 6-year-olds).
- 3) Written permission (via email) from the Executive Director is required for a walk or field trip that may exceed 45 minutes. All other field trip requirements then apply.

FIELD TRIP POLICY AND PROCEDURE

Field trip excursions support Wild Lilac teachers and children by enriching curriculum, learning about our community, and connecting with nearby nature. In many cases, it is possible to bring special guests and activities into Wild Lilac; however, sometimes it is important to go out and

experience more than we can discover within our walls and school grounds. When a classroom teaching team decides to plan a field trip, the following policy must be adhered to:

General Walking Field Trip Requirements

- 1) Each staff member taking children on a walking field trip alone must have 6 months of full-time classroom hours at Wild Lilac. After this time, a meeting between the staff member and Executive Director and/or Health and Safety Coordinator will occur in order to review the buggy/field trip policy and to determine if it is appropriate for that staff member to begin taking buggy rides and/or field trips. It is not guaranteed that the Executive Director will approve the staff member taking buggy rides/field trips alone. No guest teachers or substitutes shall be counted in ratio on field trips.
- 2) All field trips are developmentally appropriate and safe for the children based on their ages and development. Children are only allowed to use developmentally appropriate playground equipment, toys, and materials on field trips.
- 3) Teachers check each child's Information and Authorization Form to confirm each child's ability to attend buggy rides/walking/bus field trips.
- 4) When leaving for a walking field trip, a sign is posted on the classroom door **and** an email is sent to the classroom families and Executive Director. The email indicates who is on the walking field trip (children and adults), the time leaving Wild Lilac, the expected time of return, and the cell phone number that is being taken for emergency contact use.
- 5) Water, cups, first aid kits, tissues, allergy information, emergency medications (if applicable), cell phone, and emergency contact information are carried at all times.
- 6) Wild Lilac's nutrition, meal and snack guidelines are adhered to while on walking field trips. Children's allergies are noted and taken into account before any food is given to the children.
- 7) All children wear a Wild Lilac name tag on their back which states: Wild Lilac Child Development Community and Wild Lilac's primary telephone number (503-236-3240).
- 8) Field trip ratios must be maintained. (1:3 for infants/young toddlers, 1:4 for toddlers, 1:6 for 3- to 4-year-olds, 1:7 for 5- to 6-year-olds). Parent volunteers are encouraged to attend field trips but may not be considered part of the adult-child ratio; however, their own children will not be counted in the teacher/student ratio.
- 9) When leaving Wild Lilac, routes are planned to use sidewalks, pedestrian walkways, marked crosswalks, etc. Teachers avoid using streets without sidewalks.
- 10) If taking a buggy on a field trip, the Buggy Ride procedures are followed.

Bus/Driving Field Trip General Requirements

- 1) Each staff member taking children on a bus/driving field trip alone must have 6 months of full-time classroom hours at Wild Lilac. After this time, a meeting between the staff member and Executive Director and/or Health and Safety Coordinator will occur in order to review the buggy/field trip policy and to determine if it is appropriate for that



staff member to begin taking buggy rides and/or field trips. It is not guaranteed that the Executive Director will approve the staff member taking buggy rides/field trips alone. No guest teachers or substitutes shall be counted in ratio on field trips.

- 2) All field trips are developmentally appropriate and safe for the children based on their ages and development. Children may only use developmentally appropriate playground equipment, toys, and materials on field trips.
- 3) The Executive Director must be notified via email at least three (3) weeks prior to the trip for all bus/driving field trips. Once the Executive Director approves the field trip, it will be entered into Wild Lilac's online calendar.
- 4) Parents/Caregivers are given detailed information about the field trip **two weeks** prior to the planned driving/bus field trip. A notice with field trip details must be placed on the wall nearest the sign in sheets and an email should be sent out explaining the trip's details.
- 5) In planning the field trip, field trip ratios are considered and ensured that they can be maintained. (1:3 for infants/young toddlers, 1:4 for toddlers, 1:6 for 3- to 4-year-olds, 1:7 for 5- to 6-year-olds). All children are counted in the field trip ratio, unless the child's parent/caregiver is on the field trip with the child.
- 6) Wild Lilac's nutrition, meal, and snack guidelines are considered and adhered to while planning a bus/driving field trip. Children's allergies are noted and taken into account before any food is planned for the children.

Bus/Driving Field Trip Requirements: Day of Field Trip

- 1) When leaving for a bus/driving field trip, a sign is posted on the classroom door **and** an email is sent to the classroom families and the Executive Director, which indicates who is on the bus/driving field trip (children and adults), the time leaving Wild Lilac, the expected time of return and the cell phone number that is being taken for emergency contact use.
- 2) Water, cups, first aid kits, tissues, allergy information, emergency medications (if applicable), cell phone, and emergency contact information are carried at all times.
- 3) Wild Lilac's nutrition, meal and snack guidelines are adhered to while on bus/driving field trips. Children's allergies are noted and taken into account before any food is given to the children.
- 4) All children wear a Wild Lilac name tag on their back which states: Wild Lilac Child Development Community and Wild Lilac's primary telephone number (503-236-3240).
- 5) Field trip ratios are maintained. (1:3 for infants/young toddlers, 1:4 for toddlers, 1:6 for 3- to 4-year-olds, 1:7 for 5- to 6-year-olds). Parent volunteers are encouraged to attend field trips but are not to be considered part of the adult-child ratio; however, their own children will not be counted in the teacher/student ratio.
- 6) When leaving Wild Lilac, routes should be planned to use sidewalks, pedestrian walkways, marked crosswalks, etc. Teachers avoid using streets without sidewalks.

- 7) The number of children transported in a vehicle never exceeds the number of passengers for which the vehicle is designed to carry. Each passenger has his or her own seatbelt or car seat, as appropriate.
- 8) No child is left unattended in any vehicle.
- 9) Local and state requirements regarding the transportation of children are followed.

Bus/Driving Field Trip Participation

- 1) It is imperative that Wild Lilac CDC has a permission slip signed and dated by each child's parent/guardian allowing the child to attend any bus or driving field trip prior to the planned day of the field trip.
- 2) All teachers must check each child's Information and Authorization Form to confirm each child's ability to attend bus field trips.
- 3) Driving field trips require a separate signed permission slip.
- 4) Each driving field trip is considered a separate excursion and requires a separate notification, and permission slip.
- 5) If a parent/guardian has not signed a permission slip allowing the child to attend the field trip by the day of the field trip, the child must not be allowed to participate in the field trip; other arrangements must be made for the supervision of any child not participating.
- 6) When transportation is provided for any child for field trips or any other purpose, all vehicles must be adequately insured.

Bus/Driving Field Trip: Bus Requirements

- 1) If a bus is used, it must be state certified.
- 2) The driver must have a valid license for the vehicle driven.
- 3) Appropriate supervision for children six years or under requires that attendants other than the driver be present in the vehicle.

Bus/Driving Field Trip: Car Requirements

- 1) All drivers must meet Wild Lilac requirements which include: being at least 21 years of age, hold a valid driver's license and have valid insurance.
- 2) Wild Lilac will photo copy each driver's current insurance card and driver's license at least 48 hours before the trip's scheduled departure time and will email them to Wild Lilac's licensing specialist.
- 3) Parents who accompany their child on a field trip may only transport other children assigned to them by Wild Lilac.
- 4) All transportation arrangements are made by Wild Lilac CDC and completed at least 48 hours in advance of the scheduled field trip.
- 5) Only Wild Lilac CDC's Executive Director may consider special transportation requests.
- 6) For safety reasons, each driver is provided destination directions and a rendezvous time and place in an effort to avoid confusion.



- 7) Each vehicle must be equipped with a first aid kit, emergency identification and contact information for all children being transported, and a cell phone.
- 8) When transporting children with chronic medical conditions (such as asthma, diabetes, severe allergies, or seizures), their emergency care plans and supplies or medications shall be available in the car. The responsible adult in the car must be a Wild Lilac employee, or their parent/caregiver, who is trained to recognize and respond appropriately to the emergency.
- 9) Children, as both passengers and pedestrians, shall be instructed on safe transportation behavior with terms and concepts appropriate for their age and stage of development.
- 10) The driver shall not play the radio/CD player loudly or use earphones while children are in vehicles. Cellular phones shall be used only when the vehicle is stopped and in emergency situations only.
- 11) Adults who supervise drop-off and loading will see and ensure that children are clear of the perimeter of all vehicles before any vehicle moves.
- 12) A child less than 6 years of age and weighing 60 lbs. or less shall be secured in a child restraint system while being transported in a car.
- 13) A child shall be transported only if the child is fastened in an approved developmentally appropriate safety seat, seat belt, or harness appropriate to the child's weight, and the restraint is installed and used in accordance with the manufacturers' instructions for the car seat and the car. Each child must have an individual seat belt and be positioned in the vehicle in accordance with the requirements for the safe use of air bags in the back seat.

IN CLOSING

We are always interested in learning more about better ways to serve you and the children you have entrusted to our care. Our work is filled with joy, laughter, and inspiration, yet we take this honor and responsibility very seriously. Please let us know how we are doing. If there is something you do not understand or do not like, tell us right away. Wild Lilac has grown and flourished because of direct and honest communication from our wonderful families over the past decade. We are excited to get to know your family and look forward to the wonderful years ahead!