

One Room Schoolhouse LLC Family Handbook 2022-2023



Director/Teacher: Teresa Clemens-Brower
503-367-8029 Teresa.ClemensBrower@gmail.com
Substitute Director/Teacher: MaKaylee Rios-971-227-0882
8630 SW Muledeer Drive, Beaverton, OR 97007
Darold Brower 503-730-9659
Bilingual Parent Liaison-Eva Perez Ocampo 971-570-6161
Emergency Contact-Sally Clemens-541-389-3745

**School Hours- Monday-Thursday, 8:30am-11:30am
& Extended Day Child Care Hours 7:30am-5:30pm**

Our Philosophy

I believe that each child is a gift with unique talents, needs AND potential that can't be determined by race, gender, home language or economic status. I believe that children learn best when they are engaged in rich, meaningful play. I carefully plan and organize experiences and routines to naturally invite children to explore art, science, math, literacy, drama, and more through play. Through play, we develop the habits of mind to learn, grow and change the world in positive ways. Play allows each child to enter at their level and provides an invitation for interdependence as we work together for everyone to be successful. I value community and teamwork. My goal is for children be ready for a positive school experience. I engage with children in hopes that they they will achieve the confidence and skills needed to enter school socially and emotionally ready. Relationships are the heart of teaching and I appreciate how all members of our learning community (children, parents, my family, community volunteers and extended family) work to raise up one another.

Our Vision

We are a COMMUNITY of learners working to build social, emotional and academic skills needed in order for all members of our team to THRIVE. Our learning COMMUNITY is special because it is made up of INDIVIDUALS with unique gifts, talents and needs. We encourage a balance of independent work and group learning. Our school is special because instruction is designed based on the needs of the individual and delivered within the context of community. We recognize that children in our community are also members of other learning communities (including virtual classrooms) and we are happy to assist with this learning if it falls during our school day. Our goal is for each and every child to LOVE learning and literacy, feel valued and honored, and to develop the skills ready for future learning. Our teaching team is uniquely qualified to support this special learning environment.

Our Staff

We are a family team dedicated to serving children in our community by using our gifts, talents and training in the field of education. At a minimum, we will have one certified teacher present for our group of no larger than 10 children.

Owner and Director-Teacher Teresa Clemens-Brower, Ed.D. brings 36 years of experience in education to her role as Director and Teacher in our Early Learning School. She started her career as an instructional assistant in a pre-school for children with special needs as she worked towards earning her B.S. in elementary education then M.A. in education with an emphasis in Early Childhood Education from Western Oregon State College. She taught first grade, multiage primary (ages 6-9) and 4th and 5th grade before moving into a school administrator role while earning a doctorate from George Fox University. Though she's taught students ages birth to adult (adjunct professor at Lewis and Clark University and George Fox) she most enjoys working with children ages 2-8. After retiring from public education, Teresa spent a year caring for a 2 year old great-nephew with special needs then a year volunteering in her daughter's first grade classroom. She continues to coach teachers.

Summer Substitute Teacher MaKaylee Rios, M.A.T., brings 11 years of experience in education to her role as teacher. Her love for younger children started as a childcare provider in

homes and daycare centers. Practicum experiences at Little Warriors Preschool (Aloha High School) and Bates Learning Center (OSU-BS in Human Development) prepared her to serve children ages 3-5 as teacher's assistant then teacher at Head Start in Corvallis and Albany. She earned her M.A. in education from Portland State and spent a year as a substitute teacher in Hillsboro, Tigard-Tualatin and Newberg serving students in grades K-6. She teaches second grade in Hillsboro. She has rich experience in the classroom with STEAM and early literacy and also with online instruction. Because she is a classroom teacher, we see her most frequently in the evenings and on school holidays or vacations.

Dashing Darold Brower sometimes works from home and may be called on to watch over children if a teacher needs a bathroom break. Darold is also our book keeper and project prep person.

Eva Perez Ocampo is the parent of 4 of our school age students. Eva serves as liaison for Spanish speaking families. She volunteers her time in this role.

Sally Clemens is Teresa's mom and a retired teacher. Though she lives in Bend, she sometimes volunteers over Zoom.

Parent/Family Advisory Group-Our advisory group is made up of the parents, grandparents or family members of children in our care. The purpose of this group is to provide input and suggestions to Teresa and to serve as a thinking partner to solve problems. The group will also assist in planning and implement Family Learning Celebrations. Please let Teresa know if you'd like to serve in this group.

Ethics/Integrity-We believe that educating children is extremely important work and adhere to the ethical and professional standards set by the National Association for the Education of Young Children.

Hours of Operation and Tuition

Infants and Toddlers

By special arrangement ONLY infants or toddlers may be considered for enrollment at the rate of \$10 per hour per child.

Pre School

Preschool Options	4 Days Monday-Thursday	2 Days Monday & Wednesday	2 Days Tuesday and Thursday
Full Day with Extended Care. 7:30am-5:00pm	\$1200/month	\$900/month	\$900/month
Full Day 8:30am-11:30pm	\$300/month	\$150/month	\$150/month
Extended Care-Planned and Paid for in advance	\$10/ hour		

School Age

Individual Tutoring	\$20/hour
Morning (8:30-11:30) Summer/Teacher Workday Camp	\$30/day
Full Day 8:00-4:00) Summer/Teacher Workday Camp	\$70/day

While we don't plan to offer classes on Fridays, we are open to offering extended care to meet the needs of families we serve. We are also flexible with start and end times on Monday and Thursday so please check with Teresa to learn about fees and schedule times.

Special Discount-Teacher, Emergency Provider and Health Care Worker Discount-10%

Reduced Tuition-If state or federal grants are awarded, this may be passed on to families in the form of reduced tuition. Teresa will notify families if tuition will be reduced.

Special Notes—

If for any reason Teresa is not able to care for children on certain days, pro-rated tuition for that day will be fully refunded or credited towards the next month's tuition.

Because our program is so small, there may be times when several students are absent on the same day. Because a very important part of school is relationship building with peers, Teresa will notify a family if their child will be the only child in attendance. The child is welcome to enjoy the one on one time or families may opt to keep their child at home and pro-rated tuition for this day will be refunded or applied to the next month's tuition.

Special Fees Throughout the Year

The annual non-refundable registration fee is \$100 per child.

Due to the nature of our small private program, we ask families to make a year-long commitment. Teacher salaries, benefits, supplies and maintenance expenses are based on our program's ability to remain at capacity throughout the entire school year from September through May. We appreciated our One Room Schoolhouse families to make this good-faith promise so that we can continue to operate smoothly through the school year.—Thank you!

Our Calendar

Our school year follows the Beaverton School district calendar for major holidays and breaks. Extended care may be arranged on Teacher Workdays and over winter ,spring and summer break.

2022-2023

First Day of School: September 6, 2022

Last Day of School: May 25, 2023

Days School Will be Closed

Month	Date	Explanation
November	2-8	Teresa's Family Event
November	24-25	Thanksgiving Holiday
December	19-30	Winter Break
January	16	Martin Luther King Jr. Day
February	20	Presidents' Day
March	27-31	Spring Break

Inclusion Policy

We actively promote inclusive practice in order to best meet the needs of the children, families, and staff at our center. All children are welcome to attend our school regardless of ability, need, background, culture, religion, gender, or economic circumstances. Through inclusive practice, we aim to reflect the our wider community and promote positive attitudes to both similarities and differences in each other. The curriculum, activities, books, material and environment are used to reflect the diversity of all children, families, and the wider community. When necessary, we will provide modifications and adaptations to help all children achieve success in our program. We are happy to work with students who have an IEP (Individualized Education Plan), and can assist parents with securing additional help and resources when there are mutual concerns about a child's development.

In order to provide the best care for our students, we will be participating in a screening process for all students. Parents will be asked to fill out a screening survey in the first month of school, which will be used to determine if your child has any patterns of behavior that represent a concern for his or her development. Any concerns that are identified by the staff will be shared with parents immediately in confidence in an attempt to create a working plan of action to provide assistance or identify additional resources that may be available to help your child. We are happy to partner with parents in helping every child achieve success in our program.

Special Heath Care Needs and Medical Management Plan

We value each child's unique abilities, talents and needs. Knowing a child well helps us to plan for and accommodate individual needs. We will make every reasonable effort to accommodate a child's unique needs. For a child enrolled who has a diagnosed health care need, allergy or relevant medical condition, the health information provided by the family in addition to the enrollment form must include details of any diagnosed healthcare needs of the child and a health management plan. Because we are a home based program with limited staff, we will make every effort to accommodate a child's needs and we realize that we may not be be the best match for

every child. We proactively plan and collaborate with with the family, health care providers and outside agencies to create a plan so that children will be successful.

Student Learning Day

Our Daily Learning Schedule allows for whole group connections and individual work time.

Before School Extended Care

7:30-8:30-Free Choice Play Time/Breakfast provided by family

Pre-School

8:30-8:45-Free Choice Play Time

8:45-9:00-Community Circle/Song and Story Sharing

9:00-10:00-Literacy Learning (Individual/small group work jobs and play)

10:00-10:30-Snack (provided) and Outdoor Play Time

10:30-11:30-Math/Science/Learning (Individual/small group work jobs and play)

11:30-Dismissal Time

After Pre-School Extended Day Care

11:30-12:30-Lunch (provided by family) and Outdoor Play Time/Outdoor Learning Stations

12:30-1:00-Story Time followed by Rest or Reading Time

1:30-2:30-Learning Stations

2:30-3:00-Outdoor Play Time

Pre-School and School Age Care

3:00-3:15-Snack and Community Circle (school agers arrive)

3:15-5:00pm-Self Directed Work Jobs-School agers: read, play math games, complete a word study task and complete a written task as the teacher coaches and instructs as needed.

5:00pm-Extended Day Ends

Infant and Toddler Care

An individualized daily routine will be developed based on each child. Our schedule and activities will be planned to support growth and development towards Developmental Milestones. Currently, we use the milestones checklists found at <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>.

Home-School Communication

“PLAY!” That will most likely your child’s response to your question, “What did you do in school today?”

It could be that your child will share more but we’ll also send home pictures to invite further conversation. Additionally, our monthly newsletter tells what we are doing and why. It includes a parent response section so you can tell what you noticed at home about their child’s learning. We send pictures to families about a child’s day. We will make an effort to send information to your family in your home language when requested. We rely on free resources like Google Translate

and volunteer parent-liaisons. We are open to other ways of communicating as well. Please let us know how we can better meet your family's needs.

Our Curriculum

Our school is unique because our background and experience allow us to begin with the end in mind. We know what students will be expected to know and be able to do when they go to public school kindergarten and beyond. We are able to create a specific plan for each child that takes into account strengths and interests while building skills for the next level.

Our One Room School House focuses on the Oregon Department of Education Early Learning Standards. Our pre-school students focus on the standards found at https://www.oregon.gov/ode/students-and-family/FullDayK/Documents/ODE_EarlyLearningStandards_final.pdf. School-age students focus on their grade level learning targets found at <https://www.beaverton.k12.or.us/departments/curriculum-instruction-assessment/learning-targets>.

The College and Career Readiness Anchor Standards for Language Arts and Mathematics are always in the back of our minds and we think about how to nurture children in the next step of their journey. Other content areas are integrated in our daily routines. Our instruction is specific to each child's age/grade level learning targets and what we know about the child. We begin with the assessment and develop a plan for each learner based on interests, needs and expected outcomes or learning standards.

We use a range of teacher created and purchased materials. We have a robust classroom library and pull elements from a range of resources including: Play to Learn Preschool Curriculum, FunShine Express, Teaching Strategies: The Creative Curriculum for Preschool, and Teacher's College Units of Study in Reading and Writing.

We have a range of formal and informal assessments we use to gather information about children. Beginning with the child information sheet in the enrollment packet, our goal is to know each learner well. We also use the Ages & Stages Questionnaires (2 times each school year), Independent Reading Level Assessment Framework (IRLA) and a New Zealand Global Strategy Stage (GloSS) Math assessment. Our daily observations and conversations with children inform our teaching practice as well.

If you have concerns about your child's development or if we have concerns about your child's development, we will work together to create a plan for your child. This may include referring your child for additional resources or support through your pediatrician or the Northwest Regional Education Service District. We find that the Ages and Stages Questionnaire coupled with parent input and our observations provide valuable information in noting if further investigation is needed.

Because we have a range of ages and stages of development in our classroom, we can focus on individual and group needs. Instruction is delivered through whole group learning routines and individual "work jobs" during learning stations time.

Work Jobs

We've used the term "work jobs" since the 1990s but can't trace it's origin. We know that play is a child's work so with such low teacher to student ratios, we are able to create individual lessons and activities for each learner. We focus each child's work on skills needed to progress to the next step on the learning standards continuum. During "Work-Job" time, students will work on assigned jobs. Teachers will teach how to do new "Work" and tell the purpose of the work in mini-lessons. Student will start the "Work" as teacher coaches then do the "Work" independently. Students may self-select to take play breaks during assigned work times and teachers will help children build habits of mind to build work stamina and the importance of brain boost breaks. As some work becomes routine, children will find the work with their name and do the work routine with increasing independence. Completed jobs will be stored in the student's mailbox until the end of the day or a photograph will be taken.

Student Learning Progress

Teacher will create a daily "Work" schedule for each child. Teacher created "Work" schedules will have ***must do items*** and ***can do items*** so children can learn to manage time. If a child is enrolled in online public school, must do jobs will include whatever work the school has assigned. "Work Jobs" will include a range of academic and fine and gross motor skills based on the child's individual learning plan. Each child's individual learning plan is based on national standards for reading, writing, speaking, listening and math, state standards for science, social science and health, and family, child and teacher input. Work schedules may include online learning components (ie Public School lessons).

Teacher observations and student work (or photos of work) will be recorded in progress monitoring file and shared regularly with families.

Children may request to take "Work Jobs" home for additional practice or to show families what they have learned. If "Work Jobs" return to school, they will be place in assigned tub for sanitizing before re-entering school.

We know that family is a child's first and most important teacher. We build on the skills and habits of mind you have introduced at home. Please ask your child every day about new learning. Use the pictures and work we send to support your conversation. Help us understand the learning you see at home. We are "Team Insert Your Child's Name Here" and are excited to partner with you.

We aspire to share student learning progress every six weeks. We aspire to share progress reports with families during parent/teacher conference in mid-January and at the end of May.

Class Size and Stable Group

Our program will maintain a staff to child ratio of 1:10. We will have no more than 6 preschool age students on site at the same time. Because some children attend on different days, we may have a total of 16 students enrolled in our stable group. We aim to exceed state standards by having a lower child to adult ratio than set by the Office of Child Care. During our pre-school session (ages 3-5) enrollment is limited to 5 students with one adult. During our school-age sessions (ages 5-11) enrollment is limited to 7 students with 1 adult. On the rare occasion a child under the age of three is enrolled, care for infants and toddlers will be arranged to ensure teachers will be able to provide a rich learning environment for all children present.

Because a consistent care provider maintains a stable learning environment for children, we make every effort to minimize disruption to learning. As a registered family child care provider I realize the importance of adult self-care in maintaining a consistent caregiver for your children. In order to maintain consistent care for your children, I serve children Monday through Thursday then use Friday for planning, preparation and restoration. I also take preventative measures to stay well. I ask that families keep children home when they are sick as to prevent the spread of illness to other students and the teacher. If a guest teacher is needed, we pull from our pool of regular volunteers so that children are familiar with the substitute and our substitute is familiar with them and our learning routine. Our staffing and enrollment practices exceed expectations set by the Office of Child Care.

Drop Off and Pick Up Procedures

The safety and security of our students is our top priority. Because we opened during the pandemic, our drop off and pick up routines were developed to prevent or minimize the spread of COVID.

- Families will drop off and pick up children from program staff outside the facility.
- Parents are required to maintain physical distancing while waiting for staff.
- Parents may observe play through the classroom window.

While we've relaxed our practices some but find that children transition best if they say good-bye at the door.

Staff will document arrival and departure time and who is dropping off or picking up child. These records will be kept for 2 years.

Children and staff will wash hands upon entering the school.

Hand-washing

All people entering our facility must wash their hands for at least 20 seconds. We will also wash hands:

- Before and after eating or preparing food
- Before and after administering medication
- After using the toilet
- After wiping a nose, coughing or sneezing
- After diapering
- After coming in from outside

Student Accident or Illness

When a student becomes ill or hurt at school, if deemed necessary, we make every effort to contact the parents, guardians or a person designated on the student enrollment form by the parent. For this reason, it is of the utmost importance that the school has the most current home and work phone numbers. When in doubt, we will call and ask the parent to make a decision as to whether a child should remain in school, go home, and/or receive medical attention.

Student Illness

“Please Keep Ill Children Out of School”, a document created by the Beaverton School District illustrates when children are too sick for school. Children should stay home when they are sick. We trust that you will not bring your child to school if they have the following symptoms: fever over 100 degrees Fahrenheit, diarrhea, vomiting, nausea, severe cough, unusual yellow color to skin or eyes, skin or eye lesions or rashes that are severe, weeping or pus-filled, or a stiff neck/headache with difficulty breathing or complains of severe pain. If a child becomes ill during the school day, he or she will be separated from the other children and the parent(s) notified and asked to remove the child from our care as soon as possible. Children may return to care 24 hours after symptom free (or 48 hours for vomiting or diarrhea). See the EXCLUSION SUMMARY in Covid-19 Health and Safety Plan for details on the amount of time students will be excluded from care based on Covid-19 related symptoms.

Medications

Over the counter and prescription medications will be given to children only after parents complete the Medication Authorization Form and provide the medication its original container. Pharmacists will provide two containers for the medication if asked, one for home and one for school. The label on the container must state the student's name, the dosage, time, prescription number, and the physician's name. This applies to all over the counter medications, including cough drops.

Sunscreen

We will go outdoors every day. Parents are expected to apply sunscreen at home.

Headlice

We expect that parents will check their own children regularly for lice or nits. Students must be lice free at school. Some experts believe that checking your child's head weekly is a good practice because it helps you to catch outbreaks early and interrupt the life cycle.

Personal Protective Equipment

Students and staff will wear face coverings based on CDC or ODE expectations. When masks are required by these regulating bodies, students age 2 and older will be expected to wear a face covering at school except for nap/rest time, snack/lunch time or other times indicated with doctor's notice as long as the CDC or ODE recommend this. We recognize that families may want to encourage children to wear masks at other times as well. Please let us know your expectations.

Communicable Disease Outbreak/Family Engagement Information Regarding Communicable Disease

Parents will be notified if their child is exposed to an outbreak of a communicable disease. Should the Early Learning Division Office of Child Care or the Washington County Health Department share information about public health guidance, we will share that information with families in an email.

Behavior Expectations and Discipline Policy

Behavior is communication. Our goal is to help each and every child develop words and strategies to communicate their needs and feelings. This mindset helps inform our instruction and practice.

Safety Rules and Expectations

Our school management plan is based on helping students learn to make responsible decisions by asking themselves if a choice is safe, respectful and responsible. We believe that praise and positive reinforcement are effective methods of behavior management of children. When children received positive non-violent and understanding interactions from adults and others, they develop good self-control, problem solving abilities and self-discipline. Students who are unable to meet these expectations will have natural and logical consequences. Each discipline issue will be handled individually.

We have three big rules for children to follow.

Be safe

- ❑ Students are expected to act safely. Students are expected to manage their bodies in all areas. Students are expected to use equipment properly.

Be responsible

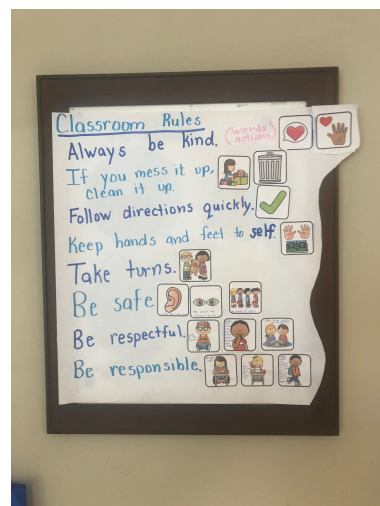
- ❑ Students are expected to be accountable for their actions. They are expected to be responsible for their learning and to use good judgment.

Be respectful.

- ❑ Students are expected to show kindness towards others, act with a sense of right and wrong, and play without hurting others physically or emotionally.

While all our classroom rules will fit into those three categories, we collaboratively work to create a classroom agreement of what it will look like our sound like to demonstrate these three expectations. As we've expanded our program to include younger students, we've elaborated some these areas to serve as helpful reminders for students. Notice that most are general so they could apply to a variety of situations. We've added more specific detail when we find our students need extra reminders. This year, our rules include:

- Always be kind.
- If you mess it up, clean it up.
- Follow directions quickly.
- Keep hands and feet to self.
- Take turns.
- Be safe. (Stay within sight and sound of the teacher. Be aware of those around you.)
- Be respectful. (Look at the speaker, know your noise level and what others around you need, and take turns during conversation.)
- Be responsible. (Do your work. Ask for help when you



need it. Take your papers home and tell your family about what you are learning.)

In an effort to help all students meet or exceed social and behavioral standards, all staff will teach expectations throughout the year. Teachers take many steps to help children solve problems in a positive way and to behave appropriately in the school setting. Parents are also encouraged to participate in this important task of helping the student maintain appropriate school behavior.

We will:

1. **TEACH** students what it means to be safe, respectful and responsible in all school areas. The first few days of school and when a new student joins us, we will teach expected behaviors and practicing appropriate behavior.
2. **REINFORCE** and **ENCOURAGE** appropriate behavior. There will be many instances when students receive verbal praise. Impromptu and intermittent recognition of taught behaviors increases the likelihood of those behaviors occurring more frequently.
3. If a student is not being safe, respectful or responsible, interventions will be used to **RE-TEACH** the desired behavior. Possible interventions that may be useful might include one or more of the following:
 - Verbal reminder and re-teaching of expectations
 - Time out to observe others demonstrating expected behavior
 - Loss of opportunity to play with an item or in a space until safe behavior is demonstrated elsewhere

Consequences for inappropriate behavior will focus on correcting the behavior. We will work closely with families if our interventions aren't effective almost immediately.

We will **NEVER** physically punish children, make fun of, yell at, threaten or otherwise verbally abuse the children, shame or punish for bathroom accidents, deny food or rest as punishment or criticize, make fun of , or otherwise belittle children's parents, families or ethnic groups

By registering your child for our school, you are indicating that you understand this policy.

Adult/Child Interactions

The way we talk changes the way we work. We are mindful of our words as we interact with children. When adults in our program (including parents, volunteers and staff) interact with children, we expect these interactions between children and adults will provide opportunities for children to build trust, to develop an understanding of self and others, and to encourage respect for the feelings and rights of others. All interactions between children and adults will be respectful and supportive of each child's gender, culture, language, ethnicity and family composition.

1. Adults will greet each child to acknowledge that they belong in the classroom.
2. Adults will actively listen to children and observe non-verbal communication.

3. Adults will make effort to physically place themselves at the child's eye level while interacting.
4. Adults will encourage children to talk about their feelings and self-regulation strategies.
5. Adults will use language and materials free from ethnic and gender bias.
6. Adults will stimulate inquiry, critical thinking skills and cognitive concepts by using open-ended questioning, modeling and other appropriate communication strategies.
7. Adults will demonstrate respect and caring for children in all interaction, giving reinforcement for children's efforts.
8. Adults talk will mirror and incrementally elevate student talk throughout the day.
9. Adults will use a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition while being mindful of the ratio of teacher-talk to student-talk. Students will formulate questions, initiate topics, challenge one another's thinking and make unsolicited contributions to classroom discussion.
10. Adults will link the instructional purpose of the lesson to the larger curriculum; the directions and procedures will be clear and anticipate possible student misunderstanding. The teacher's explanation of content will be thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students will contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language will be expressive, and the teacher will find opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
11. Adults will integrate assessment fully integrated into instructional day, through extensive use of formative assessment. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of accurate and specific feedback will be used to advance learning. Students self-assess and monitor their own progress. The teacher will successfully differentiate instruction to address individual students' misunderstandings.
12. Teacher will make every attempt to include persons in the classroom who speak the primary language of each child and are knowledgeable about their culture.

We expect all adults (volunteers, parents, family, guest presenters) to interact with children using these principles.

Empathy, Self-Regulation and Problem Solving

We have high expectations for adult-child interactions because we know that children by watching. In addition to modeling, we provide direct instruction and daily coaching on empathy, self-regulation and problem solving. We teach children how to identify and gauge emotions in self and others.

Self-regulation strategies are those that students use to stay in their best learning zone. We use children's books to analyze how characters are doing and identify strategies for regulating.

Empathy is the ability to imagine how someone else is feeling in a particular situation and respond with care. We will nurture this complex skill through children's books and during daily interactions. We will teach children to identify common feelings, look at a particular situation (such as watching a peer saying good-bye to a parent at child care) and imagine how a friend might feel in the moment and imagine what response might be appropriate or comforting in that particular situation. We nurture empathy by:

- Modeling as we empathize with children
- Talk about others' feelings.
- Reading stories about feelings
- Use "I" messages
- Validating children's difficult emotions
- Suggesting how children can show empathy

Problem Solving

We teach a five step process for problem solving so that children have a framework for approaching challenges. Kids who feel overwhelmed often won't attempt to address a problem but with a clear formula, they feel more confident in their ability to try.

1. Identify the problem.
2. Develop several possible solutions.
3. Identify the pros and cons of each solution.
4. Pick a solution.
5. Test it out the solution. If it doesn't work out, try another solution from the list .

Safety Routines and Procedures

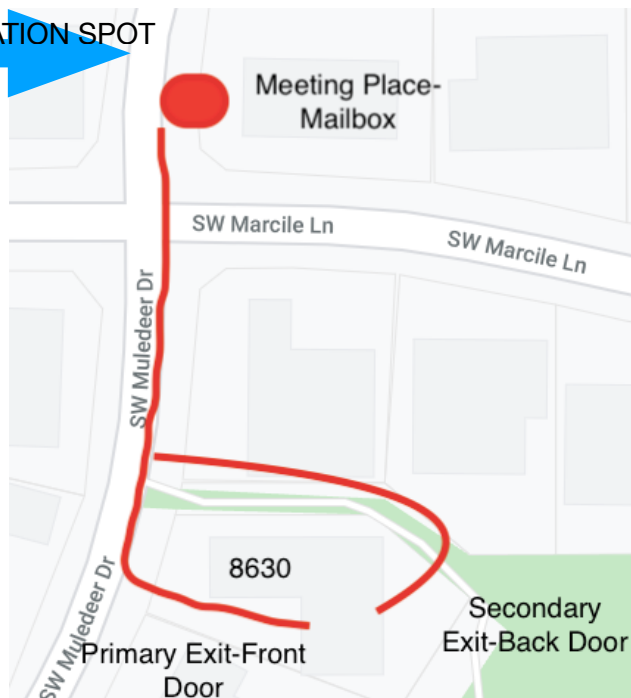
All students and staff will participate in emergency drills and procedures every month. These include fire, earthquake, lock in and lockdown drills. When the alarm is sounded or emergency announcement made, students will be directed to follow their teacher's instructions in a quiet, orderly manner. Visiting guests are expected to do the same. If you are at school during an earthquake drill or fire drill, please follow these procedures.

In the event of a real emergency, families will be notified by TEXT or PHONE CALL. In the event that phones are not working, here is an out of area number that families can contact: Sally and Gary Clemens 541-389-3745

In the event that we need to evacuate, we will first gather at the Morrison Woods Trailhead (see arrow) at the northwest corner of our property. If firetrucks or emergency vehicles are called, we will contact families and will meet families at Marcile and Muledeer Intersection Mailbox.

Our attendance records and emergency forms will be brought with us during emergencies. They are located in the EMERGENCY BACKPACK next to the door. We will stay with the children

EVACUATION SPOT



until they are reunified with their families in the event of an emergency. In the event of an evacuation, we will bring the following supplies with us to ensure children are cared for: **EMERGENCY BACKPACK** next to the door-water, food, flashlight, first aid kit, emergency blanket, rain poncho, wipes, trash bag.

If we have to shelter in place or lockdown our facility, we will lock all windows and doors, close blinds and move children to designated “safety spot”.

During an earthquake we will “duck, cover and hold on”. We will exit to the backyard until our structure is deemed safe. Our 72 Hour Emergency Supply Kit along with camping gear is located in our shed. We hope we’ll never get to keep your kids for 72 hours in a row but we have a plan if we do. If your

child requires a special diet, please make sure we have enough shelf stable food to cover a 72 hour period.

If I have infants or toddlers present, the teacher will:

- Earthquake-assisting them w/“duck cover,hold on”
- Shelter-in-place-by assisting them to get to the safety spot and by having preferred items in “safety spot” for quiet entertainment
- Evacuation-by carrying infant to assigned spot or assigning older buddy to hold hand and assist younger child to evacuation point

Health and Wellness

The One Room Schoolhouse LLC strives to help children develop independence by promoting healthy and safe behaviors. We believe that students learn best when they are clean, dry and comfortable so we’ve establish routines for regular bathroom visits to prevent accidents. On our enrollment form, families are asked to share information about toileting habits and schedules. We use this information to help students successfully transition to our environment.

Our daily routine includes scheduled times for bathroom visits for hand washing and using the toilet. We also teach students to recognize when they need to use the toilet or wash hands. We explicitly teach bathroom and hand washing routines when students enroll and continue to work on these skills until they are mastered.

We monitor individual student behaviors or evidence of behaviors during the day and reteach skills if we see evidence of children not having yet mastered a skill. This evidence might look like

toilet paper or body fluids on the floor of the bathroom, wet clothing, odors after a child after a bathroom visit that might indicate further wiping is needed. Again, we believe that children learn best when they are clean and dry teaching children strategies for being clean and dry maximize our learning time together. We teach expectations in a positive way during these naturally occurring opportunities. Expectations are also reviewed on Mondays and when new students join our program.

Students wash hands upon entering our school, before snack, before and after sensory play, after outdoor play, after using the toilet and nose wiping. All of these hand washing times provide teachers with opportunities to share about the prevention of germ transmission. Weekly, one of the stories we read will also include information about preventing the spread of germs.

Throughout the school day we use naturally occurring events to talk about how germs might enter the body. During snack or meal time, we also talk about nutrition and dental health. Each **February**, the American Dental Association (ADA) sponsors National Children's Dental Health Month to raise awareness about the importance of oral health and our students will learn proper tooth brushing techniques during our Dental Health unit. Throughout the year, our children monitor when individuals lose a tooth or visit the dentist. Kids LOVE to share stories and photocopies of x-rays so please let your dentist know how much we learn from them.

Snacks and Meal Time

The One Room Schoolhouse provides a morning and afternoon snack. If children are here during their breakfast or lunch time, we ask that families provide a healthy meal from home. We will provide water or milk for children to drink with their meal.

Snack time for the group is scheduled for mid-morning and mid-afternoon though children may request snack at a different time if their bodies are sending signals they are ready. The snack we provide includes a serving of a fruit or vegetable, protein and grain.

Our snack routine is a powerful teaching time for emotional and behavioral self-regulation, managing tasks with increasing independence, and interacting with others.

Before snack time, individuals are surveyed about snack preference. Sometimes, children will collect information and other times adults will collect the information. This type of data collection informs children about snack choices but also shows the power of writing and planning. Children use similar surveys in our dramatic play center and home living center.

Because masks are off during snack time, we practice physically distancing. After hand washing and preparing the table space, children settle into the snack space as the teacher shares a short story. This shared listening experience is followed by a discussion prompt (if children haven't already been inspired). Children practice safe eating and manners with support from adults also seated in the room, physically distanced with masks off.

Nutrition education is integrated throughout the school day. We discuss what we are eating at snack time and the nutrients each food provides and how our bodies use it. Our home living and dramatic play centers reinforce the information with a wide range of healthy plate food choices.

We use several published resources to support nutrition education including Fun-Shine Express curriculum and resources found at <https://www.myplate.gov/tip-sheet/healthy-eating-preschoolers>.

Children are often introduced to new foods through stories (personal or published) and encourage to explore a new item in great detail using the senses. We use language to describe what we see, feel, smell and taste. Because shapes and color are such an emphasis for our younger students, this is a prime time to integrate math and science terms. The shared experience of a new food provides us the opportunity to draw and write. New foods often evoke emotions we can identify and discuss as well. When we combine new foods by following a recipe, reading, writing, math and science skills are applied. Our garden allows for children to plant, nurture and harvest food.

During snack and meal times, adults continue to be mindful of the importance of their words. We try to point out the sensory qualities of food to encourage trying new things. We encourage children to listen to their body to determine if they are full. We encourage decision making and planning. The greatest asset of our school is our diverse group of learners and we celebrate in the rich discussions that take place during these times.

Visitors and Volunteers

Sometimes we have special visitors or guests join us for a variety of purposes. Visitors and volunteers **MUST** sign in and out. Generally, these visitors will not have unsupervised access to children. Children will be within sight and/or sound of the teacher at all times. Only adults listed on the Child Enrollment Authorization form may have unsupervised access to a child in our facility. An example of this might be your child showing you- a parent or emergency contact person (ie grandparent) a favorite toy in the backyard while the other children remain with the teacher inside.

Screen Time

Screen time is the amount of time spent using a device with a screen such as a smartphone, computer, television, or video game console. The One Room Schoolhouse LLC uses screen time to maximize student learning. We limit screen time to **no more than 30 minutes per week** with the exception of CDL time. We know that hands on activities provide the best learning opportunity for students and that occasionally, screen time may enhance the hands on learning. Children in the One Room Schoolhouse LLC may be exposed to screen time in the following ways:

Virtual Volunteers/Teachers-Occasionally, a guest teacher /classroom volunteer will join us remotely on Zoom, FaceTime or GoogleMeets. The remote guest teacher may read a story, share about a special topic or listen to a student read or retell a story. Every virtual meeting will have clearly stated learning objectives. Grandma Sally, a retired teacher in Central Oregon, also serves as a pen pal for students so learning is extended beyond the screen.

Virtual Field Trips/Library Visits-Carefully selected video clips will be shared with students in order to enhance content taught in the classroom. During our unit on sharks for instance, we watched a 3 minute video of a shark aquarium so students could identify different

types of sharks. As new PE equipment was introduced, a 1 minute video was shown demonstrate how a child used climbing dome. Teachers plan then select materials prior to the lesson so that the teachable moment is cued up and ready to share to reduce exposure to advertisements. Content is always age appropriate, non-violent and culturally sensitive.

Support Remote Learning-Students in our program may also be enrolled in comprehensive distance learning (CDL) at public elementary schools or through the local ESD. We partner with outside agencies to ensure students participate in virtual meetings and complete assigned homework. We've found that local teachers use a wide range of free virtual resources that may expose children to advertisements. Because we are supporting our students as they participate in free and appropriate public education delivered remotely, we explicitly teach students about the goal of advertisers and challenge them to think critically about how the advertiser is trying to sell the product in the 5 seconds before the ad can be skipped. We link this analysis to our reading anchor standards 6 (assess how a point of view or purpose shapes the content and style of a text) and 8 (delineate and evaluate the argument and specific claims in a text, including the validity of the reasons as well as the relevance and sufficiency of the evidence).

Interactive Virtual Read Aloud-When a book is out of print or unavailable, we may use video of the book with our children. Just as we would during our regular read aloud time, we can pause and discuss the text throughout.

Non CDL Student Projects-There may be times when students will use technology as part of their learning. Because tools are constantly evolving, we work with families to determine how technology will enhance a student's learning. In the past, one student created a story then used stop motion animation to bring his story to life. When students created an obstacle course, they made a video explaining it to others. As students work on reading fluency, they make recordings to see how they've changed over time.

Screens to Communicate with Families-Our smartphones are an important communication tool to keep us connected to families. We are important models for your child so we limit our use of screen time during the school day to necessary communication with families. We will take pictures of students learning throughout the day and respond to urgent texts from families.

Oregon Department of Education, Early Learning Division, Office of Child Care

Non-public education is recognized as a vital part of Oregon's educational system and is regulated by Child Care Licensing through the Oregon Department of Education Early Learning Division. We are a registered family childcare provider

Because our One Room School House is regulated by the Oregon Department of Education: Early Learning Divisions, families can learn about our program by visiting their website or calling them. Parents can access information about childcare provider on the child care safety portal by calling or visiting The Early Learning Division Website [www.oregonearlylearning.com] or [1-800-556-6616].

How to report a complaint:

Please discuss your concerns with Teresa. If you continue to have a concern, contact the office Child Care Licensing specialist, Sarah Ziegler. She can be reached at 503-731-4629 or at sarah.ziegler@state.or.us.

Our Story—A Note from Teresa

Children often ask how we came to have a little school in our home. This is our story.

My life in education started when my parents brought me home from the hospital to their rural school in Diamond, Oregon. They lived in the schoolhouse and between them, taught 18 children in grades 1-8. My bassinet was pulled from classroom to classroom and I was immersed in all things teaching and learning. They taught in Gilchrist, Antelope and Wamic, Oregon before landing in Bend, Oregon when I was in 3rd grade. Though we no longer lived in a school, I continued to spend my free time volunteering in my mom's classroom, babysitting, leading summer church camps, and growing my way into my first real job as an instructional assistant. I got my Bachelor's degree in Elementary Education and started teaching in Beaverton, Oregon.

In the early 1990s when I excitedly called my mom and told her that I'd been selected as one of the teachers to pilot a multiage-teaching classroom in my school, she reminded me that mixed-age grouping or a blended classroom, as some called them, wasn't new to me since I'd spent my first years of life in such an environment. My enthusiasm about diving into a "new" way of teaching didn't fizzle. I spent nearly a decade teaching 6-9 year olds and I look back on those years as perhaps the sweetest in my career? Why? Building relationships with children and their families over time was one reason. When I was a child's teacher for more than one year, I got to focus on knowing the learner well. My partnership with families reflected this deep commitment. Seeing children of slightly different ages and stages working collaboratively was also a highlight of this time. Instead of traditional classroom, ours felt more like a family where we supported one another to thrive. By focusing on children, instead of a grade level, we were able to support one another to the next logical learning progression for an individual. While grade level learning targets were present, they were not the sole focus. An observer noted that the way I introduced myself reflected this difference in focus. "My name is Teresa. I teach children ages 6-9" was different than, "I teach first grade."

I slowly worked my way from teaching mixed age groups of children in primary grades to upper elementary grades. I often presented to other educators about the special magic happening in our classroom. I led professional development sessions for others in my district and around the state. My administrator encouraged me to explore leadership roles and stated coursework for my doctorate. My final fifteen years in public education were spent as an administrator. While my circle of influence was greater during that period, I spent more hours in meetings than with children and that depleted my energy more than I realized.

My first month of retirement was spent reading, sleeping and playing. My two year old great nephew and his mom moved in with my family during my second month of retirement and I was

back in my happy place. As his little family got back on their feet, we provided a place for him to grow. Then my daughter got her first teaching position and I was volunteering in a first grade classroom. Again, my heart was full.

Though I retired from public school setting in 2018 after 33+ years, I was involved with children as I volunteered or coached teachers in classrooms through my work at a local university. In March 2020, everything changed. Without children, life was so boring! Sadly, I turned to the Disney-Plus channel to fill the void. By mid-July, my kids turned my obsession with Dr. Pol Veterinary Medicine into a game. Every time I mentioned the show (one of the 17 seasons I binged watched) or offered medical advice based on how Dr. Pol would handle something, everyone would groan. It was clear that I needed to apply to medical school (for animals) OR find a better way to spend time. Luckily, it was also during this time, I realized a great need in our community for high quality environments where kids could spend their days as so many friends and families tried working from home as their children were home with them.

Long ago, when I listened to lottery commercials, the “adjust your dreams accordingly” part of the ad always made me dream of opening my own private school (if I were suddenly independently wealthy). When I ran out of Dr. Pol (all 170ish episodes) I started thinking about how I could realize my dream without winning the lottery.

As we were becoming empty nesters, we had downsized in 2015 but somehow ended up with nearly 500 square feet more than we had before. We recognized this divine intervention. The extra space made it easy to say “yes” to providing temporary homes for family or friends going unstable housing periods. We’d also opened our home for church group gatherings and classes. Yoga and martial arts were taught here. We held a wedding in our backyard and had sit down dinners for 65 on Thanksgiving. The extra space was put to good use until the Covid-19 shut down.

We suddenly had a very large unused area in our home. Our backyard and patio were empty. Our bonus room above the garage was vacant. Again, divine intervention happened as a local private school had a going out of business “free sale” and we suddenly had toys and furniture to fill the empty place in our home, turning it into a classroom just right for a small group of students. I became a registered home childcare provider (the regulating body for private schools) and was quickly promoted to “emergency Covid something or other” too. We opened our doors for a test run in August 2020 and had a blast. As families tried to navigate Comprehensive Distance Learning as public school resumed remotely in September 2020, we supported 4-7 year olds. Since then, we’ve grown our age range to support 3-12 year olds with morning preschool and after school enrichment classes for elementary school students. Occasionally, we have younger children join us and consider this a labor of love or ministry opportunity as we hope to bless the family by providing a safe, loving place for children.

As long as this is FUN and needed, we will continue to serve children in our community.