



Silly Billies

Together

PARENT & FAMILY HANDBOOK

2026-2027

Our Family of Programs

- Silly Billies Infant & Toddler Center
- Silly Billies Preschool
- Silly Billies Youth Enrichment

Family and community support through **Silly Billies Cares.**

Hope Grows Here™

OUR GUIDING SCRIPTURE

"Let all that you do be done in love."

1 Corinthians 16:14

Welcome to Our Silly Billies Family

We are honored that your family has chosen to grow with us. At Silly Billies, every child deserves to feel safe, loved, encouraged, and excited to learn - and every family deserves to feel welcomed, respected, heard, and supported.

Our programs support children from their earliest infant and toddler experiences through preschool, elementary school, and youth enrichment. Each program has its own routines and age-specific expectations, while all Silly Billies programs share the same heart: meaningful relationships, joyful learning, family partnership, inclusion, and care.

This handbook explains what families can expect from us and what we ask of families as we create safe, supportive, enriching experiences together. You know your child best, and your voice is an important part of your child's experience at Silly Billies.

**Every child deserves to feel loved. Every family deserves to feel seen.
Every person deserves to belong.**

How to use this handbook

This handbook contains shared policies for the Silly Billies family of programs. Your current annual contract identifies the program, location, schedule, tuition, fees, calendar, and financial terms that apply to your child. When a current law or DELC rule conflicts with this handbook, the law or rule controls.

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Our Family of Programs

One family. Many stages of growth. Each program has its own routines and requirements while sharing the same values, relationship-based approach, and commitment to children and families.

Silly Billies Infant & Toddler Responsive, relationship-based care for the earliest years. We honor individual routines, development, temperament, feeding, sleep, communication, movement, and family connection. • Nurturing relationships • Individualized routines • Sensory play and movement	Silly Billies Preschool Play-based early childhood education supporting the whole child through exploration, creativity, relationships, intentional learning, and family partnership. • Social-emotional growth • Early literacy and learning • Kindergarten connections
Silly Billies Youth Enrichment A safe and engaging environment for school-age children through before-school, after-school, summer, school-break, recreation, and community experiences. • Belonging and friendship • Leadership and independence • Creative and active play	Silly Billies Cares Our nonprofit community organization expands support through parent education, home visiting, family and peer support, resource navigation, professional learning, and community connection. • Families feel seen • Support that walks beside you • Hope grows through connection

Clear program information

Families are told which program and location their child attends. Policies identify when information applies to all families and when it is specific to infants, toddlers, preschoolers, or school-age children.

Our Commitment to Quality



The Silly Billies Certified Family Child Care Home is proud to be recognized as an Oregon Spark 5-Star program.

This recognition reflects our commitment to high-quality early learning, strong family partnerships, supportive environments, professional development, and continuous program improvement. Quality is not only something we achieve - it is something we continue building together.

About Our Founders & Program Leadership

Silly Billies was built by Mandy Johnson and Patrick Johnson through shared vision, family commitment, service, and a belief that dependable relationships can strengthen children, families, and communities.

Mandy Johnson

Founder, Executive Director & Mental Health Coordinator

- Has worked with children and families since 2004
- ECMH-E® - Early Childhood Mental Health Endorsement
- Family Support Specialist and Peer Support Specialist
- QMHA-R and Mental Health Coordinator
- Parent education, home visiting, early childhood education, and program leadership
- Mother to eight children and one surrogate daughter

Patrick Johnson

Co-Founder

- Bachelor's degree in Business Administration from Wartburg College
- More than 13 years with Lane County supervising staff who supported adults with disabilities
- Joined Silly Billies full-time in 2025
- Father of eight children
- Experience in leadership, staff supervision, disability services, program operations, teamwork, and community support

Together, Mandy and Patrick have helped create programs where children feel loved, families feel seen, and relationships remain at the heart of the work.

Our Mission, Philosophy & Values

Our Mission

To create loving, inclusive, and high-quality environments where children can learn, grow, build meaningful relationships, and develop confidence in who they are. We partner with families and communities to support each child's development from infancy through the school-age years.

Our Philosophy

Children learn best when they feel safe, connected, respected, and free to explore. Development happens through relationships, play, meaningful experiences, consistent routines, and responsive interactions with caring adults. Families are children's first and most important teachers. Our role is to listen, partner, add support, and walk beside each child through the different stages of childhood.

Our Values

Love

Our guiding Scripture and the foundation of Silly Billies:

"Let all that you do be done in love."

1 Corinthians 16:14

Love shapes how we welcome, speak, respond, and decide.

Relationships

Connection creates safety and growth.

- Children develop through dependable relationships and shared trust.

Belonging 🧑‍🤝‍🧑 Every child and family deserves to feel seen. Differences strengthen our community.	Family Partnership 🤝 Families know their children best. We listen, share information, establish goals, and learn together.
Play & Joy ☀️ Play is essential learning. Children explore, imagine, move, create, problem-solve, and experience joy.	Safety 🛡️ Care means protecting people. Emotional and physical safety guide every part of our work.
Growth 🌱 Children, families, teachers, and programs keep learning. We welcome reflection, helpful feedback, and opportunities to improve.	Hope 🌈 Connection grows through trusted relationships. Families may come during joy, change, uncertainty, hardship, or healing.

This handbook reflects the love, learning, experience, and growth that have shaped Silly Billies over the years. It represents the professional program we lead today while honoring the relationships and family values that helped it begin.





A Place to Belong

A little pause before our Belonging, Inclusion & Family Partnership section

VOICES THAT INSPIRE US

"You are the only person who is exactly like you."

Fred Rogers

"We are more alike, my friend, than we are unlike."

Maya Angelou

"Nothing is possible without joy."

Loris Malaguzzi



Hope Grows Here™

Silly Billies Together



SECTION 1

Belonging, Inclusion & Family Partnership

Every child and family deserves to feel welcomed, respected, heard, and supported.

Hope Grows Here™

Equity, Belonging & Inclusion Plan

Our goal is not simply access. It is a community where children, families, and staff are known, respected, represented, and able to participate fully.

Vision and Purpose

We operate with open-mindedness, acceptance, and compassion while supporting autonomy and individuality. We maintain fair, unbiased practices and equitable opportunities for children, families, and staff—free from discrimination, unnecessary separation, seclusion, or judgment. Our policies and daily decisions are reviewed through this equity commitment.

How We Put the Plan Into Practice

1. Before Enrollment or Employment

- Get to know people as individuals, accept them as they are, and meet them where they are.
- Base enrollment decisions on the child's individual needs—not family type, income, race, beliefs, gender, orientation, disability, or another protected identity or status.
- Review enrollment at least annually with families for barriers, bias, accessibility, and the user experience.
- Invite families to share important holidays, foods, clothing, language, traditions, and ideas for menus, calendars, and daily life.

2. Equitable Hiring and Learning

- Use consistent recruitment, interview, and onboarding steps so candidates receive comparable information and opportunities.
- Consider education and experience while getting to know the person through conversation and, when appropriate, a structured role-related observation or working interview.
- Hold routine employee check-ins to review situations, communicate expectations, give feedback, and create individualized professional-development plans.
- Help staff recognize and interrupt bias in decisions, language, materials, interactions, and expectations.

3. Equitable Opportunities for Children

- Use validated screening or assessment tools and shared developmental standards to reduce preferential treatment and bias.
- Review developmental milestones and supports regularly so age- and development-based progression is not unnecessarily delayed.
- Represent differences every day through posters, photographs, dolls, toys, books, music, dramatic play, and learning materials.
- Explore cultures and celebrations throughout the year and invite family ideas or guest participation without placing one family in the role of representing a whole group.

4. Family Voice and Community Partners

- Invite family input at orientation, conferences, and through anonymous quality-improvement surveys offered in August, January, and May.
- With permission, connect with community experts for resources, support, and practical solutions.
- Partners may include Early Childhood CARES, Early Childhood Connections/CCR&R, United Way of Lane County, and others.
- Review this plan at least annually and when law, program needs, or family feedback changes.

Respectful Communication and Individualized Support

We use the names, pronouns, family terms, languages, and communication methods shared by the child and family whenever reasonably possible. A diagnosis or support need alone does not determine enrollment or continued participation. We consider the individual child's strengths, needs, communication, sensory preferences, health and safety instructions, mobility, regulation, successful strategies, and reasonable accommodations. When an accommodation cannot reasonably be made, we explain the concern and explore another safe and effective support.

Plan history. This Silly Billies implementation plan is based on an equity plan collaboratively developed by Little Wonders Childcare and Preschool, Ellie's Preschool and Daycare, Sunshine Preschool, and Silly Billies Together. The original joint plan is preserved; this program-specific version clarifies current practice and partner names.

Every Child Belongs

Suspension and expulsion prevention • A behavior concern begins a support process—not a judgment about a child or family.

Our Commitment

Silly Billies works to keep children connected to safe, supportive care. We do not suspend, expel, repeatedly send a young child home early, require the child to stay home, reduce weekly hours, routinely remove the child from the group, pressure a family to withdraw, or make placement unworkable because of behavior, disability, developmental difference, or a specialized support need.

What Staff Do and When Staff Seek Help

- Observe and document: strengths, observable behavior, frequency or duration, known triggers, routines, transitions, environmental factors, and what helps.
- Respond positively: use co-regulation, clear expectations, communication supports, sensory or movement supports, predictable routines, environmental changes, teaching, and redirection.
- Partner with the family: share the concern promptly, invite the family's knowledge, agree on communication, and identify consistent strategies.
- Seek leadership and internal support: staff contact the site lead or Director when behavior is persistent, escalating, affecting participation, or creating a safety concern—before the situation becomes a crisis.
- Create and review a written plan: when extra support is needed, the team may use a confidential Individual Child Behavior Support Plan or another required care plan, with responsibilities and a review date.
- Connect to qualified support: with family consent, coordinate with appropriate Silly Billies Cares staff, Early Intervention/ECSE, health or developmental providers, Every Child Belongs, or other community experts.

How We Know More Support Is Needed

- Strategies used consistently are not improving participation or safety.
- The child's access to routines, learning, relationships, rest, meals, or care is being affected.
- The pattern is increasing in intensity, frequency, or duration.
- The family, staff, or a qualified professional requests coordinated support.

Communication and Confidentiality

- Families are notified of significant concerns, safety events, planned supports, and meaningful changes.
- Updates may be shared by Brightwheel, phone, meeting, or written plan according to urgency and privacy.
- Child-specific records are confidential and are never used as a public posting.
- Outside coordination occurs with family permission unless disclosure is required by law.

Potential Expulsion or Temporary Safety-Based Intervention

When a young child is facing potential expulsion, Silly Billies documents the behavior, known triggers, strategies tried, and effectiveness; requests Every Child Belongs support; and simultaneously notifies the family and establishes an ongoing communication plan.

A temporary safety-based intervention may be used only when the child's behavior creates a serious physical safety threat that cannot be reduced through existing positive-guidance strategies. It lasts only as long as necessary to put supports in place and restore safety. We immediately notify the family, contact Every Child Belongs if not already involved, notify CCLD by the required deadline, document the reason and duration, communicate updates, and establish a return timeline.

This policy is provided to families and staff, kept prominently viewable, and reviewed with the program's behavior-and-guidance policy. Regulatory reference: Oregon DELC suspension and expulsion prevention rules effective September 1, 2026.

Behavior & Guidance Policy

Behavior is communication. A difficult moment does not define a child.

Our Guidance Promise

We use positive, fair, consistent, timely, and developmentally appropriate guidance. Only Silly Billies staff provide discipline or guidance. Adults intervene when a child is treated unfairly or subjected to bias; we do not ignore it. Guidance builds self-regulation, communication, problem-solving, empathy, cooperation, responsibility, and safe decision-making.

What Adults Do

Before

- Build warm, responsive relationships.
- Design each area for success, including a supervised calming space children learn to choose and use.
- Teach clear, positive rules and limits.
- Provide predictable routines and supported transitions.
- Actively supervise, notice patterns, and prevent problems.
- Offer visual cues, choices, movement, sensory support, and practice.

During

- Move close, stay calm, and protect safety.
- Name feelings and possible needs without shaming.
- Co-regulate with connection, breathing, or calming tools.
- Redirect and teach a safe replacement skill.
- Use respectful choices and natural or logical consequences.
- Notice early signs and coach use of the calming space or another support before behavior escalates.

After

- Welcome the child back to the activity or group.
- Reconnect and help repair harm or relationships.
- Use descriptive praise for effort, regulation, and safe choices.
- Adjust the environment or adult response when needed.
- Document and review patterns that are persistent, escalating, or safety-related.
- Share important information with the family privately.

When a Pattern Continues

The family and team may create a confidential Individual Child Behavior Support Plan. It identifies:

- strengths, relationships, and successful strategies
- observable behavior, setting events, triggers, and what it may communicate
- prevention and environmental changes
- skills to teach and reinforce
- adult response, safety steps, communication, and review date

A support plan is not a punishment, diagnosis, or label.

Practices We Do Not Use

- Corporal punishment or asking a child to discipline another child
- Humiliation, ridicule, threats, intimidation, shaming, profanity, or harsh yelling
- Confinement, isolation, darkness, or excessive removal from activity
- Withholding or forcing food, water, rest, or toileting; punishment for accidents or refusing food
- Medication, chemicals, temperature extremes, excessive exercise, silence, inactivity, or strenuous posture to control behavior

Physical Safety, Supported Breaks, and Restraint

Each classroom or program area has a supervised calming/safe space children may choose when they feel overwhelmed or need space. Staff introduce and practice using it during calm moments, notice early signs, and coach children to use the space or another calming tool before behavior escalates. Staff stay responsive, offer co-regulation, and welcome the child back when ready. The space is never confinement, seclusion, punishment, or a forced loss of participation.

Physical restraint is not routine guidance. It is limited to an immediate safety threat after less restrictive strategies have not stopped the danger. Any lawful restraint uses the least restriction for the shortest time and is documented, communicated to the family, assessed, and reviewed. Repeated restraint triggers a written plan and required CCLD notification.

The written behavior-and-guidance policy is state-required. Calming/safe spaces are a Silly Billies positive-guidance practice. Current Oregon child care rules govern licensed/certified sites.

Family Partnership & Communication

Families are children's first and most important teachers. Your knowledge is essential to everyday care and individualized support.

Brightwheel

Brightwheel is the primary platform for attendance, daily care notes, learning updates, photographs when permitted, reminders, announcements, health and safety communication, invoices, and private messages. Teachers' first responsibility is direct supervision and care, so not every child will receive the same number or type of updates each day.

Everyday Updates

- Changes in sleep, appetite, health, medication, or toileting
- Family transitions or changes in routine
- New fears, worries, interests, or accomplishments
- Changes in authorized pickup arrangements
- Cultural, religious, or family traditions important to the child
- Strategies that help the child feel calm, safe, and successful
- Information from medical, educational, developmental, or mental-health professionals

When Behavior Support Is Needed

- We share significant concerns and safety events privately and promptly.
- We ask what the family sees, what the child may be communicating, and what works at home or elsewhere.
- Together we choose consistent strategies, responsibilities, and a review date.
- We describe observable behavior and strengths; we do not diagnose, shame, or label.
- We request consent before coordinating with outside providers unless disclosure is required by law.
- Completed child-specific plans are confidential and are never posted publicly.

Drop-Off and Pickup

Arrival and departure are helpful for brief updates. Because staff must continue supervising children, lengthy or private conversations should be scheduled through Brightwheel, telephone, video, or an in-person meeting.

Urgent Communication

Do not rely on Brightwheel alone for an immediate emergency, urgent same-day pickup change, transportation emergency, unexpected closing delay, or information requiring an immediate response. Call the program directly.

Conferences, Questions, and Shared Goals

Formal family-teacher conferences are offered three times each year for children enrolled in early childhood education programs. Families may request another meeting at any time. Youth Enrichment check-ins may be arranged based on the child's needs, school transitions, family requests, or concerns. Questions about guidance, a support plan, or the equity plan may be shared with the child's teacher, site lead, or Director.

We do not walk in front of families. We do not walk behind families. We walk beside them.

Family Voice

Families may visit, participate in events, share traditions or skills, provide feedback, volunteer when appropriate, join family circles or advisory groups, help with projects, and share ideas for program improvement. Participation is encouraged but never required for a child to receive equitable care.

Questions and Concerns

Whenever possible, families may begin with the staff member closest to the situation. A private, serious, unresolved concern or a concern involving that staff member may be brought directly to the Program Director or Executive Director. Families will not be treated negatively for asking questions, disagreeing respectfully, requesting clarification, or making a good-faith licensing complaint.

Family Connection & Home Literacy

We create regular opportunities for families to rest, connect, build relationships, and enjoy learning together.

2

PARENT & CAREGIVER NIGHTS OUT

2

FAMILY FUN EVENTS

Monthly

FREE BOOK TO KEEP

Time to Rest & Connect

Two Parent & Caregiver Night Out events are offered each program year, giving parents, guardians, grandparents, foster or kinship caregivers, and other important adults time to rest and recharge. Two Family Fun Events are also offered each year so children and the adults who care for them can connect with other program families.

A Book for Every Family

Each enrolled infant/toddler and preschool family receives one free, age-appropriate Book of the Month to keep and enjoy at home. We select books that reflect diverse children, families, cultures, abilities, and experiences, with home-language options when available.

Choice, Communication & Privacy

Participation is optional and never affects enrollment or services. Event details are shared through Brightwheel. Family contact information remains private unless permission is given to share it.

Parent Education & Home Visits

We offer parent education classes and voluntary home visits throughout the year to strengthen family connection and support family goals. Please watch your program's parent board for updates.

Community Care Pantry

Free books, diapers, toothpaste, hygiene supplies, and shelf-stable food are available from our community pantry near Gaupp Lane and Highway 58. Families may use the pantry as needed while supplies are available.



SECTION 2

Enrollment & Everyday Operations

Clear expectations help children, families, and programs build dependable relationships.

Hope Grows Here™

Enrollment and Beginning Our Partnership

Starting a new program is a meaningful transition for children and families. Our goal is to make enrollment welcoming, organized, and supportive.

Required Enrollment Information

- Child's full name, date of birth, home address, and expected first day
- Parent or legal guardian contact information
- Emergency contacts and authorized pickup people
- School and transportation information when applicable
- Medical-provider information, immunization records or exemption, and emergency medical authorization
- Developmental and health history, allergies, medication, dietary and feeding information
- Written care plans or support plans when needed
- Permissions and confirmation that the family received program policies

A child may not begin care when information necessary to safely feed, supervise, transport, medicate, release, or respond to an emergency is missing. This process is intended to prepare for safety and successful participation, not to exclude a child because additional support is needed.

Learning About Your Child

Families are invited to share the child's strengths, interests, personality, comfort strategies, sleep and feeding routines, communication and home language, cultural traditions, sensory preferences, developmental or medical needs, and family goals.

Orientation

An orientation will be offered within the first 30 days of enrollment. Whenever possible, important information is shared before the first day. Orientation may include a tour, teacher introductions, routines, arrival and departure, Brightwheel, meals, rest, diapering or toileting, medication, emergencies, supplies, calendars, attendance, and handbook questions.

Home Visits

A voluntary home visit may be offered before or shortly after enrollment to build trust, answer questions, learn about the child in a familiar setting, discuss goals, and identify transition strategies. When a home visit is part of a separate Silly Billies Cares service, the family receives separate information about consent, confidentiality, documentation, and participation.

Children's Records, Immunizations & Privacy

Silly Billies maintains enrollment, attendance, health, immunization, medication, care-plan, permission, transportation, incident, screening, assessment and family-communication records as needed for safe care and program requirements. A parent or legal guardian may request their child's records; information about another child, family, reporter or protected matter remains confidential.

Required Documentation

For each Silly Billies program covered by Oregon's school/facility immunization law, a child must have acceptable immunization documentation, approved medical or nonmedical exemption documentation, or acceptable immunity documentation before attendance. Families must keep records current, and the program follows required exclusion orders.

Public Rates - Private Child Records

When a program is subject to public-summary requirements, Silly Billies shares aggregate percentages and totals at the program, with families, and on its website if available. A child's name, individual immunization record, and exemption status are not posted. Applicable small-facility reporting exemptions are honored.

Oregon authority: ORS 433.267 and 433.269; OAR 333-050-0220, 333-050-0230, 333-050-0240, 333-050-0250, 333-050-0270 and 333-050-0380.

Keeping Information Current

Families must promptly update telephone numbers, emails, addresses, emergency contacts, authorized pickup people, custody documents, medical information, allergies, medication, feeding needs, school information, and transportation arrangements. Records are reviewed at least annually, but families should not wait for the annual update when information changes.

Transitions

Into Silly Billies

Children may be excited, quiet, watchful, tearful, tired, or temporarily experience changes in eating, sleeping, toileting, or behavior. These reactions do not mean anyone is doing something wrong. Teachers and families may use tours, familiar faces, comfort items, predictable goodbyes, gradual introductions when available, and additional communication.

Between Silly Billies Programs

A transition may be considered based on age, developmental readiness, relationships, care needs, licensing requirements, program capacity, and available space. Whenever possible, current and receiving teachers share information, children visit the new environment, and the family helps plan the transition.

To Kindergarten and Elementary School

Preschool transition support may include stories and conversations about school, local-school information, visits or field trips when available, practice with school routines, family advocacy information, celebration of preschool memories, and communication with receiving schools when permitted.

To Youth Enrichment

Children entering kindergarten or attending elementary school may continue through Silly Billies Youth Enrichment when the setting, schedule, and available services are appropriate. Summer participation may help children become familiar with school-age peers, routines, and increased independence.

Program Hours, Annual Contracts and Attendance

Annual Program Information

Program days and hours vary by location, age group, funding source, school calendar, and the services in which a child is enrolled. Each family receives a written annual contract identifying the child's program, location, days, hours, approved attendance schedule, calendar, tuition, fees, payment terms, and any before-care, after-care, Preschool Promise, summer, or school-break schedule.

Contracts are reviewed and renewed each year. The prior year's schedule, rates, or terms should not be assumed to continue. The current signed contract is the official source for program-specific hours and financial arrangements.

Scheduled Care

Enrollment reserves the days, hours, space, staffing, and services stated in the current contract. Additional days or hours are not automatically available and depend on staffing, space, ratios, transportation, funding, and program needs. A temporary adjustment does not permanently change the contract unless confirmed in writing.

Arrival and Absence

Predictable arrival helps children participate in routines, meals, transportation, outings, and learning. Families should notify the program through Brightwheel when a child will be absent or arrive substantially later than usual. Urgent transportation or safety changes should also be communicated by telephone.

Consistent Attendance and Barriers

When a child develops a pattern of frequent or unexplained absence, we contact the family to make sure everyone is safe, understand barriers, review program requirements, and identify support. Barriers may include transportation, illness, housing, work schedules, mental health, custody changes, separation, calendar confusion, or a need for family support.

Preschool Promise

Families enrolled in Preschool Promise receive the applicable calendar, instructional schedule, attendance expectations, closure dates, and absence procedures. When attendance becomes difficult, we first work with the family to identify barriers. Preschool Promise instructional services are not billed to enrolled families; charges may apply only to separately agreed services outside the funded schedule when permitted and described in the contract.

Closures, Late Pickup and Billing

Planned and Unexpected Closures

Calendars identify known holidays, training days, planning days, school-district periods, seasonal breaks, maintenance days, and other planned closures. The program may also delay, close, relocate, or request early pickup because of snow, ice, wildfire smoke, poor air quality, severe heat or cold, utilities, public-health concerns, evacuation, facility safety, staffing, or another emergency.

Tuition During Absences and Closures

Tuition and contracted fees reserve the child's space, schedule, and program access. Unless the written contract states otherwise, tuition is not reduced or credited for a child's illness, family vacation, appointments, transportation problems, a family's decision not to attend, weather interruption, or a scheduled closure included in the calendar. Unusual extended circumstances may be reviewed individually and confirmed in writing.

Early Drop-Off and Late Pickup

Children may arrive only at the contracted start time unless an earlier time is approved in writing. Families must complete pickup and leave by the contracted end time. Please call as soon as an emergency or unexpected delay may affect the schedule.

1st occurrence - Brightwheel reminder

We send a written warning and reminder of the family's contracted schedule.

2nd occurrence - Supportive check-in

We ask how we can help and document the early arrival or late pickup for a parent/guardian to sign.

Beginning with the 3rd occurrence, the charge applies for every 15 minutes outside scheduled hours:

3rd: \$15

4th: \$30

5th: \$60

6th and later: \$90 maximum

After the sixth occurrence, we meet with the family to understand barriers and create a support plan. The plan may establish a fresh-start date and clear expectations for moving forward.

When No Authorized Adult Arrives

We contact the parent/guardian and all authorized emergency contacts. If no one is reached within one hour after scheduled pickup or closing, we report to the appropriate child-welfare or law-enforcement agency and follow its direction. Staff supervise and reassure the child until a safe transfer is arranged.

Billing, Due Dates and Family Support

Invoices and payments are managed through Brightwheel unless another written arrangement applies. Exact tuition, contracted fees, and other financial terms are identified in the family's current annual contract.

Monthly Billing Schedule

Invoices are sent during the first week of each month and are due on the 11th. Silly Billies does not charge late-payment fees.

Our Family-Centered Approach

We understand that family circumstances, subsidy processing, and unexpected expenses can change. We are willing to work with families and encourage early communication so we can review questions, correct errors, and consider a realistic written arrangement.

When an Invoice Remains Past Due

At 30 days past due

If we have not received payment or communication, we contact the family to check in, confirm the balance, and ask whether support or a payment arrangement is needed.

At 60 days past due

Before care can continue, the family and Silly Billies must agree to a realistic written payment or support plan. Care may pause until the plan is in place.

Billing Questions and Technology Errors

Please report missing payments, incorrect charges, credits, subsidy issues, duplicate invoices, or an unexpected balance promptly. A technology error does not erase payment for contracted or provided services, but we will reconstruct the account, explain confirmed errors, and develop a reasonable correction process.

Brightwheel Access and Billing Privacy

Lead teachers use Brightwheel's administrative area for authorized program responsibilities. Billing records and financial information are reviewed only by Mandy Johnson and Patrick Johnson.

Early-arrival and late-pickup charges are schedule-boundary fees, not late-payment fees. They follow the separate progressive policy on page 15.



Silly Billies Together

Infant & Toddler Daily Schedule

Infant & Toddler Program Hours: Monday-Friday 7:00 AM-5:30 PM

Responsive Daily Rhythm: Care follows each child's needs & cues



Toddler water is available all day.



7:00-8:15 AM		Arrival Check-In / Family Connection / Free Choice Time
8:15-8:45 AM		Breakfast + Hand Washing / Responsive Infant Feeding
8:45-9:00 AM		Diapering / Toileting / Hand Washing / Prepare for Walk
9:00-9:30 AM		Neighborhood Walk / Outdoor Exploration / Active Play
9:30-10:00 AM		AM Snack + Hand Washing / Responsive Infant Feeding
10:00-10:45 AM		Choice Time / Interest Areas / Sensory Exploration
10:45-11:00 AM		Diapering / Toileting + Hand Washing
11:00-11:30 AM		Story Time / Music / Small Group Learning
11:30 AM-12:00 PM		Lunch + Hand Washing / Rest Preparation
12:00-2:00 PM		Quiet Time / Nap / Rest Time Infants follow individual sleep rhythms.
2:00-2:30 PM		Wake Up & Transition / Diapering / PM Snack + Hand Washing
2:30-3:00 PM		Music & Movement / Indoor Gross Motor Play
3:00-3:30 PM		Neighborhood Walk / Outdoor Exploration / Active Play
3:30-4:00 PM		Diapering / Toileting / Toddler Water / Responsive Infant Care
4:00-4:45 PM		Free Choice Time / Interest Areas / Sensory Learning
4:45-5:30 PM		Story Time / Calm Choices / Family Departures

Responsive infant care follows each child's individual feeding, sleep, and care needs.
Diapers are checked at least every two hours; neighborhood walks occur when conditions are safe.

Lead Teacher

Haley Frogge

Director

Mandy Johnson

Program Phone: 541-600-7448





Silly Billies Together

Preschool Daily Schedule



Preschool Program Days: Monday–Thursday 8:00 AM–2:00 PM



Non-School Day Hours: Monday–Friday 7:00 AM–5:30 PM

Water is available all day.

7:00–7:30 AM		Arrival Check in Routine, Keep it Safe Promise®
7:30–8:00 AM		Breakfast + Hand Washing
8:00–8:20 AM		Greeting Circle, Wish You Well® Morning Meeting
8:20–9:00 AM		Choice Time / Interest Areas / The Creative Curriculum®
9:00–9:30 AM		Small Group Learning / Writing Without Tears®
9:30–9:45 AM		Music, Movement & Transition
9:45–10:00 AM		AM Snack + Hand Washing
10:00–11:00 AM (No less than 45 minutes)		Outdoor Play / CATCH® Active Play (Minimum of 1 hour – no less than 45 minutes)
11:00–11:30 AM		Enrichment Activity / Art / Sensory Exploration
11:30 AM–12:00 PM		Story Time + Second Step®
12:00–12:30 PM		Lunch + Hand Washing
12:30–1:30 PM		Quiet Time / Nap / Rest Time
1:30–1:45 PM		Wake Up & Transition
1:45–2:00 PM		Story Time / Feeling Buddies®
2:00–2:15 PM		PM Snack + Hand Washing
2:15–3:00 PM (No less than 45 minutes)		Outside Play / Gross Motor / Nature Play (No less than 45 minutes)
3:00–3:45 PM		Free Choice Time
3:45–4:00 PM		Story Time
4:00–4:15 PM		Late PM Snack + Hand Washing
4:15–4:30 PM		Music & Movement
4:30–5:00 PM		Free Choice Time
5:00–5:30 PM		End of Day Clean Up / Table Time Activities / Art



Lead Teacher
McKenzie Burgher

Co-Teacher
Mandy Johnson





Silly Billies Youth Enrichment



Silly Billies
Youth Enrichment

Daily Schedule



School-Year Hours: Monday–Thursday 2:15–5:30 PM • Friday Early Release 1:25–5:30 PM



Non-School Day & Summer Hours: 7:00 AM–5:30 PM



Water is served with snacks.



AFTER-SCHOOL DAY SCHEDULE (SCHOOL DAYS)

2:15–2:30 PM		Arrival / Dismissal & Check-In
2:30–2:45 PM		PM Snack + Hand Washing
2:45–3:30 PM		Outside Play (Fresh Air & Active Fun)
3:30–4:30 PM		Weekly Enrichment Activities STEAM, Art, Music, Sports, Leadership & More!
4:30–5:15 PM		Small Group / Project Time
5:15–5:30 PM		Wrap-Up, Reflection & Departure

NON-SCHOOL DAY & SUMMER SCHEDULE

7:00–7:30 AM		Arrival & Table Activities
7:30–8:00 AM		Breakfast + Hand Washing
8:00–8:30 AM		Morning Meeting
8:30–10:00 AM		Field Trip / Community Outing / Learning Activities
10:00–10:15 AM		AM Snack + Hand Washing
10:15 AM–12:00 PM		Learning Projects / STEM / Creative Activities
12:00–12:30 PM		Lunch + Hand Washing
12:30–1:15 PM		Outside Play
1:15–2:00 PM		Quiet Time / Reading / Calm Activities
2:00–3:00 PM		Weekly Enrichment Activities STEAM, Art, Music, Sports, Leadership & More!
3:00–3:45 PM		Small Group / Project Time
3:45–5:15 PM		Free Choice / Table Activities
5:15–5:30 PM		Wrap-Up, Reflection & Departure



Times may vary slightly based on children's needs,
school schedules, weather, and special activities.



Lead Teacher: Patrick Johnson • Director: Mandy Johnson • 541-606-2919

School-Age Recorded Program • Recorded with Oregon CCLD • Legally Exempt from Licensure

Preschool Promise at Silly Billies

Funded instruction: Monday-Thursday, 8:00 AM-2:00 PM | Lead Teacher: McKenzie Burgher | Co-Preschool Teacher and Director: Mandy Johnson

One classroom, several funding pathways. Silly Billies Preschool is a blended-funding classroom with Preschool Promise-funded slots, ERDC-supported slots, and private-pay slots. Children learn and belong together; the funding source changes eligibility, contracts, and billing - not the quality of the classroom experience.

Calendar, Ratios and Qualified Staff

- The 2026-2027 calendar lists 150 funded program days x 6 hours = 900 instructional hours, Monday-Thursday, 8:00 AM-2:00 PM.
- The first and last instructional days span at least 265 consecutive calendar days. Conferences, training, planning and transportation do not count toward the 900 hours.
- The calendar is provided at the offered home visit. If a family declines the voluntary visit, it is provided before or by the first day. Families also receive closure and make-up notices.
- The entire participating classroom has no more than 18 children and maintains at least one qualified adult for every 9 children throughout Preschool Promise hours.
- Staff qualifications are reviewed and documented under licensing and Preschool Promise requirements. An assigned Lead Teacher and qualified second teacher/teacher assistant are scheduled; qualified substitutes cover absences.

The No-Cost Promise

Families are not charged tuition, registration or enrollment fees, food or snacks, classroom supplies, celebrations, field trips, uniforms, toileting materials, or other costs connected with the funded 8:00 AM-2:00 PM day. Families are not required to volunteer or bring consumable classroom supplies to keep enrollment.

Care before 8:00 AM, after 2:00 PM, and on Fridays is optional extended care. A family who chooses it signs a separate extended-care contract. Extended-care terms are separate from the Preschool Promise placement, and funded Preschool Promise hours are never billed to ERDC or as private child care.

Learning and Daily Services

- The Creative Curriculum® is the 2026-2027 primary Preschool Promise curriculum shown on the classroom schedule. It is implemented to fidelity and aligned with Oregon's Early Learning and Kindergarten Guidelines.
- Teachers post activity plans showing individualization and use child interests, family culture, observations, screening, assessment and IFSP goals to plan learning.
- Children receive play-based learning, small- and large-group experiences, early language and literacy, math, science, art, music, movement, outdoor play and social-emotional learning.
- Nutritious meals and snacks follow USDA guidance. The schedule includes a daily rest period; children who do not sleep receive a quiet alternative.
- Children are not denied enrollment because they are not toilet trained and are never punished for accidents.

Inclusive, Culturally Responsive Care

- Children are welcomed regardless of ability, disability, family income, culture, family composition, language, toileting status or support need.
- Reasonable accommodations are provided. Silly Billies partners with families and ECSE so IFSP goals, accommodations, modifications and supports are integrated into daily learning.
- Home language and bilingualism are strengths. Materials, interaction, screening, assessment and family communication are adapted to children's and families' languages with trained staff or interpretation when needed.
- Staff follow the NAEYC Code of Ethical Conduct, maintain CBR clearance, and complete required professional learning.
- Religion or religious beliefs are not taught or promoted during Preschool Promise hours. The handbook's family scripture is a values statement, not Preschool Promise religious instruction or curriculum.

What Preschool Promise Services Include

During funded hours families receive the scheduled educational program, classroom materials, meals and snacks, developmental screening, ongoing formative assessment and a child portfolio, at least three family-teacher conferences, a family partnership process, transition support, reasonable accommodations, behavior support, and referrals or coordination with health, developmental, mental-health and community resources when appropriate.

Grant-funded transportation is offered at no cost to every enrolled Preschool Promise child whose home is within the Pleasant Hill School District boundaries. Transportation is optional and uses written family authorization, a transportation plan, and program safety procedures.

The classroom schedule and annual calendar are part of this handbook package. Current DELC rules, the executed grant agreement and approved written exceptions control if a requirement changes.

Attendance, Partnership and Support

Families are partners. When a barrier appears, our first response is connection, problem-solving and support.

Eligibility and Coordinated Enrollment

Preschool Promise eligibility and placement are completed through the Early Childhood Hub of Lane County under current Oregon rules. Silly Billies enrolls only a child placed through the Hub and then works with the family to complete program enrollment, accommodations, orientation and a start date.

Current rules include income-based and categorical eligibility pathways. Families may ask the Hub for eligibility, transfer or placement help. Silly Billies promptly tells the Hub when a funded opening is available.

Attendance: 85% and Barrier Support

Consistent attendance means participating in at least 85% of expected Preschool Promise instructional hours. Families notify Silly Billies through Brightwheel when a child will be absent or late.

Excused absences include illness/exclusion, appointments or services, family emergency, an approved leave, religious or cultural observance, and documented medical or IFSP needs. An unexplained absence without family contact is unexcused. Both are recorded; neither replaces outreach and support.

Absences and Reengagement

- Staff contact families, identify barriers and offer support before considering a change in placement.
- Medical or IFSP needs may support an adjusted attendance expectation.
- A family requests approval for a leave longer than 15 consecutive PSP instructional days. A leave longer than 25 consecutive PSP instructional days also requires DELC approval.
- After more than 15 consecutive PSP instructional days without an approved leave, disenrollment may be considered only after multiple contact attempts and coordination with DELC and the Hub. The child remains eligible and may return if a slot is available.
- Low attendance is treated as a reason to connect and help, not an automatic expulsion.

Screening, Assessment and Conferences

- With written family consent, Silly Billies completes or obtains both a current ASQ and ASQ:SE within 45 calendar days of the child's first attendance.
- Screening uses family input and the preferred language; results are shared verbally and in writing, with referral and follow-up when indicated.
- A formative assessment aligned with Oregon's guidelines is completed at least three times during the year. Teachers maintain a portfolio and use results for individual, small-group and whole-group plans.
- Families are offered at least three conferences each year to review progress, goals, portfolios, attendance, support and transitions.

Family Partnership and Language Access

- Orientation occurs within 30 days of first attendance and before the first conference.
- A Preschool Promise Family Partnership Agreement begins early, is signed by the family and program, and is reviewed at conferences. It records family hopes, child strengths, cultural values, preferred communication, attendance expectations, supports, referrals and engagement choices.
- The annual 900-hour calendar is given at the offered voluntary home visit or another way if the visit is declined; enrollment is unaffected.
- The handbook is provided by or on the first day, kept visible in the classroom, and made available in the family's preferred language and accessible method at no cost.
- Families and staff are told about meaningful revisions and invited to give feedback.

Keeping Children Connected

Preschool Promise prohibits expulsion and severely limits temporary suspension for behavior. A temporary removal is a last resort only for an extraordinary serious safety threat that cannot be reduced through reasonable modifications.

Silly Billies documents observations and strategies; includes the family in planning; consults CCR&R, the Early Learning Hub and EI/ECSE; seeks consent for Inclusive Partners, health, mental-health or other specialists; considers Section 504 and IFSP supports; and creates written short- and long-term plans for the child, family, staff and program. Any necessary return or supported transition is directly planned with the family and Hub.

Transition planning includes the child's progress and practical strategies families can use to remain involved and advocate during a move to another early learning setting or kindergarten. Families choose whether records are shared.



SILLY BILLIES
Together

SECTION 3

Learning, Development & Family Conferences

Play, language, relationships, and curiosity create the foundation for lifelong learning.

Hope Grows Here™

Learning Through Relationships, Play and Exploration

Children learn through relationships, movement, curiosity, repetition, conversation, and meaningful experiences with people and the world around them. Learning happens in planned experiences and throughout building, dramatic play, stories, art, songs, meals, outdoor exploration, caregiving routines, friendship, problem-solving, and transitions.

Play is not separate from learning. Play is one of the most important ways children learn.

Responsive and Intentional Teaching

Teachers intentionally prepare materials, environments, routines, questions, and learning opportunities based on child development and program goals. They also remain flexible and responsive to children's interests, family culture, group relationships, energy, emotions, language, and individual needs.

Curriculum Resources

- **The Creative Curriculum®:** Supports intentional learning through interest areas, play, investigation, routines, observation, individualization, and family partnership.
- **Frog Street®:** May support language, literacy, mathematics, science, social-emotional development, movement, and classroom exploration.
- **Handwriting Without Tears®:** Supports drawing, fine-motor development, letter formation, and early writing through multisensory experiences.
- **Conscious Discipline®:** Supports connection, self-regulation, feelings, empathy, problem-solving, and relationship repair.
- **Second Step®:** May support preschool and school-age social-emotional learning, friendship, empathy, safe choices, and managing strong feelings.
- **CATCH®:** Supports physical activity, movement, nutrition, gardening, and whole-child wellness.
- **Erika's Lighthouse™:** Silly Billies Youth Enrichment may use age-appropriate mental-health education and prevention resources to build mental-health literacy, coping and help-seeking skills, and connections with trusted adults. These educational materials are not therapy, diagnosis, crisis intervention, or medical care.

Curriculum resources may change as children, staff, program requirements, research, and available materials change. Our central commitment remains relationship-based, inclusive, play-based, whole-child learning.

Literacy and Reading in Preschool

Literacy begins long before a child independently reads or writes. It grows through conversation, songs, stories, play, movement, drawing, listening, and meaningful experiences with language.

- Listening to books individually and in groups
- Looking at and discussing pictures
- Retelling stories and using puppets or dramatic play
- Singing, rhyming, and hearing sounds in words
- Learning new vocabulary through conversation and experiences
- Telling stories about family, ideas, and play
- Drawing, scribbling, name writing, and early writing
- Noticing letters, signs, labels, and environmental print
- Choosing books independently and seeing adults read and write for real purposes

Lexia® LETRS® for Preschool Early Learners

Silly Billies Preschool uses Lexia® LETRS® (Language Essentials for Teachers of Reading and Spelling) professional learning to strengthen educators' understanding of early literacy. LETRS® is professional learning for educators rather than a worksheet curriculum children complete. It supports developmentally appropriate practice in oral language, vocabulary, listening comprehension, rhyming and sound awareness, print awareness, alphabet knowledge, name recognition, drawing, early writing, storytelling, and early comprehension.

We do not rush children into reading. We build the language, knowledge, confidence, curiosity, and love of books that help children become ready to read.

Developmental Screening and Assessment

Developmental Screening

A developmental screening is a brief tool that helps families and educators look at communication, movement, problem-solving, personal-social, adaptive, and social-emotional development. A screening is a snapshot. It does not diagnose a disability, medical condition, mental-health condition, or educational eligibility.

With required family consent, screening may include Ages & Stages Questionnaires (ASQ), ASQ: Social-Emotional, AEPS, or another appropriate tool. Screening is generally offered within approximately 45 calendar days after first attendance, at least annually, and when a family or teacher identifies a new concern or a program requirement calls for it.

Family Participation and Results

Families may complete a questionnaire, share observations from home, identify strengths and concerns, explain skills used in familiar settings, discuss culture or language, and review results. Screening results are shared privately and used as a starting point for conversation and support - not a label.

When a Screening Raises a Concern

- Talk with the family and gather more observations.
- Offer activities, environmental changes, or communication supports.
- Repeat or complete another appropriate screening when useful.
- Develop a Child and Family Support Plan when appropriate.
- Consult an authorized Silly Billies Cares professional with family consent.
- Help the family connect with Early Intervention, Early Childhood Special Education, a medical provider, or another qualified professional.

Ongoing Assessment and Teaching Strategies GOLD®

Assessment is the ongoing process of learning about a child through observation, interaction, documentation, family input, and work samples. Silly Billies may use Teaching Strategies GOLD® as a primary early childhood assessment and portfolio tool. Teachers generally complete four formal checkpoints during the program year, subject to program or funding requirements.

Learning Portfolios

A portfolio may include observations, photographs, artwork, early writing, quotes, stories, examples of problem-solving, developmental information, goals, projects, and examples of social-emotional, physical, language, and

cognitive growth. Children's work is treated with dignity and is not altered to look adult-created or publicly compared.

Family Conferences and Shared Goals

Formal conferences are offered three times during the program year for children in early childhood education programs. Conferences may include strengths, interests, relationships, screening and assessment, portfolios, developmental progress, social-emotional well-being, family priorities, transitions, support needs, and questions.

Families and teachers may set realistic, strength-based goals connected to what is important to the family, the child's interests, emerging skills, an upcoming transition, screening information, or a support plan. Families do not need to wait for a scheduled conference to request a meeting.

Program Names and Trademark Acknowledgment

The Creative Curriculum® and Teaching Strategies GOLD® are marks associated with Teaching Strategies. Handwriting Without Tears® is a mark associated with Learning Without Tears. Conscious Discipline®, Second Step®, CATCH®, Frog Street®, Lexia® LETRS®, Erika's Lighthouse™, and all other named curricula, resources, tools, logos, and program materials remain the property of their respective rights holders. Silly Billies does not claim ownership, sponsorship, or endorsement by those organizations.

We assess to understand, individualize, and support - not to limit what we believe a child can become.



SECTION 4

Health, Nutrition, Rest & Personal Care

Daily care routines are meaningful opportunities for safety, connection, dignity, and growth.

Hope Grows Here™

Health, Illness and Communicable Disease

Keeping children healthy is a shared responsibility. Families provide accurate information, report symptoms and exposures, and keep children home when exclusion is required. Silly Billies observes children, communicates, follows current health requirements, protects confidentiality, and provides care until an ill child can be picked up.

Daily Health Observation

Teachers observe children on arrival and throughout the day for illness, discomfort, unusual tiredness, breathing difficulty, fever, vomiting, diarrhea, skin or eye concerns, allergic reactions, injuries, or meaningful behavior changes. Families should share symptoms, medication given at home, exposure, new health instructions, or a return after illness.

When a Child Must Remain Home or Be Picked Up

A child must remain home or be picked up when the child has a restrictable communicable disease, a symptom requiring exclusion under current DELC rules, cannot participate comfortably, requires more care than staff can safely provide to the group, or presents a health risk identified by a medical or public-health professional. Current examples include fever over 100.4°F, unexplained vomiting, qualifying diarrhea, serious breathing difficulty, severe or persistent cough, draining sores, severe eye symptoms, unusual yellowing, stiff neck with other symptoms, severe pain, or a significant change in alertness or behavior.

Return timelines

For vomiting, children may return after 48 hours symptom-free, starting after the last episode. Other return requirements depend on the symptom, diagnosis, current DELC rules, and medical or public-health guidance. Families will be told what clearance is required. Medication may not be used simply to hide an excluded symptom.

When a Child Becomes Ill During Care

- Move the child to a comfortable supervised area away from the larger group.
- Provide reassurance, rest, and developmentally appropriate care.
- Contact the parent or guardian for timely pickup and use emergency contacts if needed.
- Clean and disinfect affected materials and surfaces.
- Document and communicate relevant symptoms and observations.

Communicable Disease and Outbreaks

Families must promptly report a communicable illness, possible exposure, symptoms that develop after attendance, and instructions from a health or public-health professional. Silly Billies follows local public-health direction, provides required exposure notices without identifying the affected person, increases sanitation, and may adjust activities, group mixing, outings, or operation when an outbreak or public-health concern occurs.

Family Illness Return Guide

Return-to-care decisions follow the child's symptoms, current DELC requirements, public-health guidance, medical documentation, and this handbook. Unless Silly Billies lead staff approve a different safe return, the illustrated family guide summarizes our general return periods and when a safe return plan may be needed.



Keep Me Home If...

When your child is sick, keeping them home helps protect everyone in our Silly Billies community.



If your child becomes ill while at Silly Billies, we will contact you. When in doubt, please reach out to Silly Billies lead staff.

1



Fever

Keep home if your child has a fever of 100.4°F or higher. Return after 24 hours fever-free without fever-reducing medication.

2



Vomiting

Keep home for vomiting. Return only after your child has been free from vomiting for **48 hours**. Unless a different safe return is approved by Silly Billies lead staff according to our program policy.

3



Diarrhea

Keep home for diarrhea that is frequent, uncontrolled, or not contained in the diaper or toilet. Return after 48 hours symptom-free after the last episode, or sooner if approved by Silly Billies lead staff.

4

Bad Cough or Trouble Breathing



Keep home for severe or persistent coughing, wheezing, unusual shortness of breath, or breathing that makes it hard to participate. Return when symptoms improve or are approved by Silly Billies lead staff.

5

Eye Redness or Drainage



Keep home for red eyes with drainage, pain, or swelling. Return when symptoms are improved, or return is approved by Silly Billies lead staff.

6

Rash or Draining Sores



Keep home for an unexplained rash, open draining sores, or a rash with fever or behavior changes. Return when the rash or sores are resolved, safely covered, or approved by Silly Billies lead staff.

7

Severe Pain or Extreme Tiredness



Keep home for severe pain, unusual sleepiness, confusion, or when your child cannot comfortably join normal activities.

8

Yellow Skin or Eyes



Keep home if your child's skin or eyes look yellow.

9

Headache or Not Feeling Well



Keep home if your child has a strong headache, repeated complaints of not feeling well, or is too uncomfortable to participate. Return when symptoms improve or are approved by Silly Billies lead staff.



A contagious illness



A new diagnosis



A health concern that may affect participation



A provider note or return plan



This handout is a family-friendly summary. For full details, please refer to the Silly Billies Parent & Family Handbook and Illness Policy.



Silly Billies lead staff may request additional guidance from a child's medical provider when needed.

Written Individual Health and Care Plans

A written care plan is required when a child has or is at increased risk for a chronic physical, developmental, behavioral, emotional, or medical condition and requires health or related services beyond those generally needed by children of the same age.

- Diagnosis or relevant condition information and provider contacts
- Scheduled and emergency medications with clear signs and parameters
- Procedures and the person responsible for training staff
- Allergies and dietary modifications
- Activity and environmental modifications
- Triggers and symptoms to observe
- Behavioral or communication supports
- Medical and program-emergency response instructions
- Special skills training for caregivers
- Individualized services provided at the program

The plan is completed before attendance begins or promptly when a new need is identified. Families must report changes. Staff who care for the child must know and follow the plan. A qualified professional's plan may be developed collaboratively with the family and program and must be implemented unless doing so would conflict with licensing rules, in which case the program may seek an exception or another lawful solution.

Regulatory reference: OAR 414-360-1050 and 414-305-1050, as amended by DELC rules effective September 1, 2026.

Medication, Allergies and Program-Provided Products

Medication Administration

Medication is administered only when required information and permission are in place. Medication must be in the original, unexpired container and handed directly to authorized staff. It may not be left in a backpack, lunch bag, accessible cubby, or vehicle. Each dose is documented and communicated to the family.

Allergies

Families must identify known allergies and promptly report new allergies. A serious allergy requires a written plan describing the allergen, avoidance, symptoms, treatment, emergency medication, emergency-service instructions, cross-contact precautions, and staff training. Families are immediately notified of suspected contact, even when no reaction occurs.

Program-Provided Medications and Personal-Care Products

With written child-specific permission, Silly Billies may keep and use program-provided stock products labeled "Silly Billies," including:

- Triple Paste diaper rash cream
- Children's acetaminophen (commonly sold as Tylenol)
- Children's ibuprofen
- Neosporin or a comparable first-aid antibiotic ointment
- The program-selected SPF 50 sunscreen (currently Blue Lizard Kids Mineral SPF 50)

Families may approve or decline each product and may change permission in writing. Sunscreen and diaper cream are used according to the label and annual permission. Acetaminophen, ibuprofen, and antibiotic ointment are used only when appropriate, consistent with child-specific authorization and product directions, documented, and communicated. Medication will not be used to hide an excluded illness symptom.

Meals, Nutrition and Food Safety

Mealtimes are opportunities for nourishment, conversation, learning, independence, and belonging. Children are encouraged to explore foods but are not forced to eat, clean their plate, take required bites, or earn one food by eating another. Food is not used as punishment, reward, bribe, or behavior control.

Meals, Menus and Positive Mealtimes

Meals and snacks provided by Silly Billies follow applicable licensing and USDA Child and Adult Care Food Program meal-pattern guidance. Menus are shared through Brightwheel, communication boards, or printed materials. Children may help set or clear tables, pour with assistance, discuss foods and nutrition, participate in cooking or gardening, and practice self-feeding and table skills.

Food Allergies, Medical Diets and Cultural Needs

Families must report allergies, intolerances, feeding restrictions, and dietary needs. Medical dietary needs are included in a Written Individual Health and Care Plan. Vegetarian preferences, religious practices, and cultural food traditions are discussed and accommodated when reasonably possible and consistent with program requirements.

Food From Home and Celebrations

Individual food from home must be ready to eat unless another arrangement is approved, safely contained, labeled with the child's name, and adequate for the scheduled period. Families must ask before bringing food for a group celebration. Shared food must meet the rules for the child's program and classroom allergy needs. Celebrations may also use books, music, art, photographs, or activities instead of food.

Choking Prevention

Foods are selected, cut, cooked, mashed, shredded, or otherwise prepared for children's ages and abilities. Children eat while seated or safely positioned and are actively supervised.

Infant Feeding

Written Feeding Plan

Every child under 12 months has a written feeding plan developed with the family and updated as needs change. It includes human milk, formula, foods, amounts, schedule, hunger and fullness cues, bottles, foods already introduced, plans for new foods, allergies, sensitivities, and professional instructions.

Responsive Feeding

Infants are fed according to individual schedules and cues. Infants younger than six months and older children who cannot independently hold a bottle or sit safely are held with the head elevated. Bottles are never propped, placed in a crib, given while lying flat or walking, heated in a microwave, returned to refrigeration after warming, or reheated.

Human Milk, Formula and Solid Foods

Human milk, formula, bottles, and food from home are labeled with the child's full name and date and handled according to current rules and manufacturer directions. Families may breastfeed at the program. New foods are introduced only with family agreement and according to the written feeding plan.



Silly Billies

Two-Week Rotating Menu

Week 1

Costco-friendly meals • Monday-Friday • Water is served with all snacks

Breakfast 7:30–8:00 AM • AM Snack 10:00–10:15 AM • Lunch 12:00–12:30 PM
PM Snack 2:00–2:15 PM • Late PM Snack 4:00–4:15 PM

Monday 	Breakfast  WG oatmeal, banana slices, milk.	AM Snack  yogurt and strawberries, water.	Lunch  baked chicken, brown rice, broccoli, peaches, milk.	PM Snack  cheddar cubes and whole grain crackers, water.	Late PM Snack  applesauce and string cheese, water.
Tuesday 	Breakfast  WG waffle, blueberries, milk.	AM Snack  apple slices and sunflower seed butter, water.	Lunch  turkey meatballs, whole grain pasta, green beans, pears, milk.	PM Snack  hummus and cucumber rounds, water.	Late PM Snack  yogurt and whole grain cereal, water.
Wednesday 	Breakfast  WG English muffin, scrambled eggs, orange slices, milk.	AM Snack  cheese and blueberries, water.	Lunch  bean and cheese quesadilla on a whole grain tortilla, corn, melon, milk.	PM Snack  cottage cheese and pineapple, water.	Late PM Snack  banana and whole grain pretzels, water.
Thursday 	Breakfast  WG cereal, strawberries, milk.	AM Snack  hard-boiled egg and whole grain toast fingers, water.	Lunch  turkey and cheese sandwich on whole grain bread, carrot sticks, apple slices, milk.	PM Snack  yogurt and blueberries, water.	Late PM Snack  hummus and whole grain pita, water.
Friday 	Breakfast  WG pancakes, peaches, milk.	AM Snack  string cheese and pear slices, water.	Lunch  oven-baked chicken nuggets, roasted sweet potatoes, peas, pineapple, whole grain roll, milk.	PM Snack  apple slices and whole grain graham crackers, water.	Late PM Snack  yogurt and banana, water.
 WG = Whole Grain 	 Whole milk is served to children 12–24 months. 	  1% milk is served to children 2 years and older.  			



Silly Billies

Two-Week Rotating Menu

Week 2

Costco-friendly meals • Monday–Friday • Water is served with all snacks

Breakfast 7:30–8:00 AM • AM Snack 10:00–10:15 AM • Lunch 12:00–12:30 PM
PM Snack 2:00–2:15 PM • Late PM Snack 4:00–4:15 PM

Monday 	Breakfast WG oatmeal with apples, milk.	AM Snack unsweetened applesauce and Ritz crackers, water.	Lunch turkey meatballs, mashed potatoes, green beans, whole grain roll, milk.	PM Snack cheese cubes and mandarin oranges, water.	Late PM Snack yogurt and strawberries, water.
Tuesday 	Breakfast WG waffle with blueberries, milk.	AM Snack string cheese and mandarin oranges, water.	Lunch chicken, brown rice, broccoli, carrots, milk.	PM Snack hummus and whole grain crackers, water.	Late PM Snack cottage cheese and pineapple, water.
Wednesday 	Breakfast WG cereal with banana slices, milk.	AM Snack cheese cubes and Ritz crackers, water.	Lunch whole grain pasta with meat sauce, green peas, breadstick, milk.	PM Snack cottage cheese and mandarin oranges, water.	Late PM Snack unsweetened applesauce and graham cracker, water.
Thursday 	Breakfast WG English muffin with peanut butter and apple slices, milk.	AM Snack yogurt and blueberries, water.	Lunch baked fish, quinoa, broccoli, carrots, milk.	PM Snack string cheese and Ritz crackers, water.	Late PM Snack hummus and whole grain pita, water.
Friday 	Breakfast WG pancakes with strawberries, milk.	AM Snack hard-boiled egg and whole grain toast fingers, water.	Lunch baked chicken drumstick, roasted sweet potatoes, green beans, whole grain roll, milk.	PM Snack mandarin oranges and whole grain crackers, water.	Late PM Snack yogurt and banana slices, water.
WG = Whole Grain Whole milk is served to children 12–24 months. 1% milk is served to children 2 years and older.					

Safe Sleep, Rest and Quiet Time

What DELC requires

For full-day toddler and preschool programs, DELC requires one or more regularly scheduled rest periods and an opportunity for each child to lie down on individual sleep equipment. Children are not required to fall asleep. A child who is unable to sleep after approximately 30 minutes is offered an alternative quiet activity that does not disturb sleeping children.

Family Requests About Napping

Families are welcome to share sleep schedules, nighttime concerns, and changing rest needs. We cannot guarantee that a tired child will remain awake or that a sleeping child will be awakened at a precise time. We never force a child to sleep or punish a child for remaining awake. We begin waking children gently as the scheduled rest period ends and discuss ongoing concerns with the family.

Our Cots and Blankets

Silly Billies provides each toddler and preschooler with an individual cot and blanket. The equipment is the same style for every child, creating a consistent rest setup. Each cot and blanket is assigned, identified, stored separately, kept in good repair, cleaned or laundered when soiled and at required intervals, and sanitized before reassignment.

Infant Safe Sleep

Infants follow individual sleep and waking patterns. Infants are placed on their backs on a firm, flat, non-inclined approved sleep surface. A child who independently rolls may remain in the position assumed. Except for a plain pacifier, the sleep space remains empty. Blankets, pillows, toys, stuffed animals, bottles, bumpers, pacifier clips, positioners, swaddling, weighted blankets, and weighted sleep products are not used. Sleeping infants are checked frequently. An infant arriving asleep in a car seat is moved to an approved sleep surface.

Regulatory reference: OAR 414-305-0520 and OAR 414-360-0520. DELC requires quiet alternatives after approximately 30 minutes for children who are unable to sleep.

Diapering and Personal Care

Diapering is both a sanitation routine and an opportunity for connection, language, dignity, body awareness, and growing independence. Staff tell the child what is happening, use respectful body language, invite participation, support clothing skills, and protect privacy.

Checks, Changes and Stand-Up Diapering

Wet or soiled diapers are changed promptly. Unless asleep, children are checked at least every two hours and more often when needed. Silly Billies may use an approved stand-up diapering procedure for children who can safely participate. Lying-down changes are used when a child cannot stand safely, is heavily soiled, needs additional cleaning, is ill, or needs another accommodation.

Safety and Supplies

Children are never left unattended on an elevated changing surface. Changing surfaces are washable, kept free of unrelated items, and cleaned and disinfected after use. Families maintain enough labeled diapers, pull-ups, and changes of clothing.

Toilet Learning and Readiness

Toilet learning is a developmental process - not a race, test, or weekend project. Children gradually learn to notice body signals, communicate needs, manage clothing, use the toilet, clean themselves with support, and wash hands.

Adults provide safety, consistency, encouragement, and support. The child develops awareness and ownership of their own body.

Readiness May Look Different in Group Care

A child may use the toilet at home and still need a diaper or pull-up in child care. Group care includes more children, distractions, transitions, outdoor play, outings, different adults and bathrooms, and the need to wait briefly while staff safely support others. This is not failure; it means the skill is still developing across environments.

Signs of Readiness

- Notices being wet or soiled, stays dry longer, or shows awareness before, during, or after elimination
- Uses words, signs, gestures, pictures, or body movement to communicate a bathroom need
- Walks to the bathroom, sits securely, helps manage clothing, and participates in wiping and handwashing
- Shows curiosity, accepts familiar adult help, and can try without strong pressure or distress
- Home and the program are ready to communicate and use consistent, respectful support

Beginning at Silly Billies

Families should talk with the program before sending a child in underwear for the first time. We discuss readiness signs, communication, patterns, clothing, fears or sensory needs, constipation or withholding, routines used at home, extra clothing, and whether diapers or pull-ups continue during sleep, outings, or part of the day.

Child and Family Toilet-Learning Plan

A simple written plan may identify readiness, communication, scheduled and child-initiated opportunities, clothing, support with wiping and handwashing, use of diapers or underwear, strategies for fear or constipation, accident response, family-program communication, and a review date. The plan is support - not a deadline.

Accidents Are Expected

Children are never punished, shamed, teased, compared, called a baby, forced to sit, denied food, rest, play, or affection, or required to clean an accident as punishment. Staff respond calmly, help the child become clean and comfortable, protect privacy, and communicate with the family.

Pausing or Adjusting

A temporary return to diapers or pull-ups may help during illness, constipation, painful bowel movements, family change, travel, a new sibling, transitions, stress, fear, frequent accidents, or difficulty with group routines. Extra protection is support, not failure.

Inclusion and Health Concerns

Children with developmental, medical, sensory, physical, or communication needs may use individualized supports. Families should seek medical advice for pain, blood, significant withholding, unusual thirst or urination, or other health concerns.



Toilet readiness signs

- 

1 Do you notice your child hiding to poop?
- 

2 Does your child use potty talk?
Poop, butt, toilet, pee, this may sound off putting but its a good sign they are curious.
- 

3 Is my child capable of learning this new skill?
- 

4 Do they attempt to dress themselves? I can put on my own clothes, which shows that I can take care of my body.
- 

5 Can your child express their needs to others?
If they can't speak, they can use physical gestures to communicate with you and their teachers. What is their body telling them.
- 

6 Is your child curious about what you're doing in the bathroom and mentions hearing you pee or poop? This shows curiosity.
- 

7 Have you introduced potty tools, like toilet paper, to your child?
They learn best through play, so introduce these tools before your child shows signs of readiness.
- 

8 Is your child aware of being wet or having a dirty diaper?
This indicates they prefer to be clean and dry.
- 

9 Effective communication ensures everyone is aligned to support your child's journey.

★ ★ MORE SIGNS OF READINESS

Body awareness



Understands body parts and body functions such as pee and poop.

Physical & self-help skills



Can pull pants up and down, sit and stand on the potty, and help with cleanup.

Emotional readiness



Wants to please, enjoys praise, and can handle small changes in routine.

Home & Silly Billies working together



Consistent routines, language, and expectations help your child succeed.

Why readiness in group care may be different than at home



Different environments, routines, and peers can impact readiness.

We support accidents with calm and care



Accidents are normal! We respond with kindness to help build confidence.

Individualized support



We partner with families to understand each child's needs and celebrate progress together.



★ Family Reading ★
Check out these books together at your library or bookstore.
Potty Mastery and Diaper Doggie by Joan Morgenstern



Outdoor Play, Walks and Community Experiences

Children learn through movement, nature, exploration, appropriate physical risk, problem-solving, and meaningful connections with the world around them.

Outdoor Play, Clothing & Weather

Daily outdoor and active play is provided unless weather or environmental conditions create a significant health or safety risk. Staff consider weather, smoke and air quality, children's ages and health, shade, water, shelter, clothing, and emergency guidance. Families send comfortable, washable clothing and secure active footwear for Oregon weather. Water is available throughout the day. Shade, hats, clothing, timing, and approved sunscreen help reduce sun exposure; infants younger than six months are protected from direct sunlight.

Neighborhood Walks & Play Areas

General walk permission may be part of enrollment. Staff use appropriate walking and riding equipment, safety vests, assigned positions, attendance checks, and emergency information. Nearby parks and school playgrounds are used only with a safety plan that considers traffic, public access, equipment, restrooms, and emergency communication. When outdoor play is not safe, children receive indoor gross-motor opportunities.

Field Trips and Community Learning

●●● Preschool Community Study Trips

Our preschool program includes a monthly field trip that extends the current study from The Creative Curriculum® into the community. Experiences may include Greenhill Humane Society, a grocery store, BRING Recycling, Adventure! Children's Museum, and other local destinations. These trips have supported meaningful growth, and we love seeing children's faces light up as they explore, connect, and discover.

●●● Youth Enrichment Summer Adventures

During summer, Youth Enrichment plans a field trip or community outing every program day, using the Eugene-Springfield 1Pass when applicable. A summer of fun may include weekly visits to Splash! at Lively Park, Get Air, miniature golf, berry picking, Adventure! Children's Museum, and more. Destinations may change based on schedules, availability, weather, transportation, and safety needs.

Planning, Permission and Supervision

Families receive notice of planned trips, including the destination, expected times, transportation, clothing, meals, and safety information. Program-specific permission is required. Staff maintain written attendance, complete frequent name-to-face checks, and carry emergency information, medication, care plans, first-aid supplies, and an operable telephone.

Transportation and Vehicle Safety

Emergency Bag & Information

Each vehicle carries an emergency transportation bag with a first-aid kit and current emergency medical and parent-contact information for every child being transported. Required care plans, medications, and supplies travel with children who need them. Vehicles also carry an operable phone and proof of insurance. Personal information is confidential and available only to authorized staff.

Approved Drivers & Child Restraints

Drivers are properly licensed, background cleared, trained, and approved through the motor-vehicle/driver-record review required by our commercial auto policy. Required ratios continue during transportation. Our yellow school bus has integrated child-restraint seats for younger children; restraints are used within manufacturer height and weight limits and applicable requirements. Children are directly supervised while loading and unloading, never left unattended, and each vehicle is checked after arrival. Please contact us with transportation questions or concerns.

Screen Time and Electronic Media

Silly Billies is a play-based, relationship-centered program. Screens do not replace active play, books, conversation, hands-on exploration, outdoor experience, or responsive adult interaction.

- Children younger than two do not participate in routine entertainment screen time.
- Children age two and older generally receive no more than 90 minutes of program-directed screen time per week, and most weeks may include much less.
- Assistive or adaptive technology used for communication or disability support is not entertainment screen time.
- Screens are not used as background entertainment, during meals, as punishment or reward, or in place of supervision.
- Content is reviewed, developmentally appropriate, nonviolent, culturally respectful, and connected to a meaningful purpose.
- Children who do not wish to participate in a group screen activity receive an appropriate alternative.

Technology may support learning, but it will never replace childhood.

Authorized Pickup, Custody and Release

Safe Arrival and Departure

The adult bringing a child remains responsible until a staff member personally accepts the child. At pickup, Silly Billies remains responsible until staff intentionally release the child to an authorized adult or according to another approved departure plan. A child is not considered dropped off merely because they entered the building, and not considered picked up merely because an adult entered.

Authorized People and Identification

A child is released only to a legal parent or guardian with authority, a person currently listed by the family, a person given valid temporary permission, or a person or agency authorized by controlling legal documentation. A person not known to staff must show acceptable photo identification.

Temporary Permission

Temporary permission should be written whenever possible and identify the child, pickup person, date, approximate time, period of validity, and parent giving permission. Release is not guaranteed when permission cannot be safely verified.

Custody and Court Documents

Families must provide complete, current custody judgments, parenting plans, restraining or protective orders, visitation schedules, child-welfare documents, or other legal restrictions affecting pickup, access, or contact. Without controlling documentation, staff cannot decide which parent has greater rights or rely on verbal statements that another parent is prohibited.

School-Age Transportation Plans

Youth Enrichment families complete a plan identifying school, schedule, pickup and drop-off locations, transportation responsibility, supervision transfer, expected times, and what happens if transportation is late or the child is absent. Families must notify Silly Billies of early release, activities, alternate pickup, or school absence.

Unsafe or Impaired Pickup

When staff reasonably believe an adult may not safely supervise or transport a child because of impairment, medical crisis, severe distress, threatening behavior, unsafe driving, or lack of a proper restraint, staff focus on observable behavior and may ask the adult not to drive, request another authorized adult, help arrange safe transportation, contact leadership, or contact emergency services or law enforcement. Staff do not place themselves or children in physical danger.

Injuries, First Aid and Emergency Response

Minor Injuries and Family Notification

Trained staff provide routine first aid, comfort, and observation for minor injuries. Families are immediately contacted for a head impact, possible need for medical evaluation, unusual pain or swelling, altered behavior, emergency care, or pickup. Any injury requiring first aid or continued observation is communicated the same day.

Incident Reports

Reports use objective language and may include the date, time, location, what staff observed, witnesses, condition, care provided, family notification, staff completing the report, and prevention or follow-up steps. Serious incidents are documented and provided within required timelines. Acknowledging a report confirms receipt, not agreement with every statement.

Serious Injury or Emergency

- Protect the child and others from immediate danger.
- Provide first aid and call 911 when needed.
- Contact the family immediately.
- Send emergency information, medication, and care plans with the child.
- Maintain safe supervision of the remaining children.
- Document and make required reports to CCLD or other authorities.
- Review the event and identify follow-up.

Written Emergency Plan

Each licensed site maintains a written plan for evacuation, relocation, shelter-in-place, lockdown, medical emergencies, missing children, natural and human-caused disasters, utility failure, serious injury or death, hostile intruders, children with individual needs, parent communication, reunification, and continuity of care.

Fire and Emergency Drills

Monthly fire/evacuation drill

Each licensed Silly Billies site practices and documents a fire or evacuation drill every month, on varying days and times.

Additional emergency-preparedness drill

In addition to the monthly drill, each licensed site practices and documents another part of its emergency plan at least every other month (every two months), as required by Oregon child care rules. Examples include relocation, shelter-in-place, lockdown, earthquake, or another applicable emergency response.

Drills are calm, age appropriate, documented, and do not use frightening simulations. Programs use evacuation cribs, wagons, walking ropes, adjusted routes, staff training, and extra practice as needed.

Family Reunification

During an emergency, families follow Brightwheel, telephone, text, email, law-enforcement, or emergency-management instructions. Only authorized adults may receive children, identification may be required, and families should not enter an unsafe or restricted site.

Mandatory Reporting and Child Safety

Silly Billies caregivers and staff are mandatory reporters. A person with reasonable cause to believe a child has been abused or neglected makes an immediate report to the Oregon Child Abuse Hotline, ODHS Child Welfare, or law enforcement. Immediate danger is reported to 911. Staff do not have to prove abuse before reporting, and an internal report does not replace or delay the legal report.

When a Child Shares a Concern

Staff listen calmly, allow the child to use their own words, ask only limited questions needed for immediate safety, avoid repeated interviewing, explain that help may be needed, record relevant statements objectively, make the required report, and continue providing safety and emotional support.

Family Need and Poverty

Economic hardship by itself is not treated as intentional neglect. When a family need does not create reasonable cause to believe abuse or neglect is occurring, Silly Billies may offer resource navigation, family support, community referrals, or help connecting with food, clothing, housing, health, transportation, or financial assistance.

When the Concern Involves Someone Connected With Silly Billies

No staff member, volunteer, contractor, founder, executive, Board member, family member, or other person is exempt from child-safety expectations. The child is protected, required reports are made, records are preserved, the accused person does not control the review, and Silly Billies cooperates with authorized investigations.

No Retaliation

No child, family, staff member, volunteer, or other person will be punished, threatened, intimidated, or retaliated against for a good-faith safety report, mandatory report, honest participation in an investigation, reasonable safety concern, or contact with ODHS, law enforcement, CCLD, or another oversight agency.

Confidentiality, Photographs and Social Media

Children's and Family Records

Information about health, development, behavior, family circumstances, education, emotional well-being, services, photographs, and personal stories is shared only for a legitimate program purpose, with appropriate permission, or when legally authorized or required.

Permission Through Enrollment

The enrollment form includes a section where families approve or decline photographs. The current form guides routine private and public program use unless the family changes permission in writing. Declining permission does not affect enrollment, care, participation, or access to activities.

Our Social Media Practice

Silly Billies uses social media to show learning environments, projects, activities, celebrations, and program values. Even when permission is on file, we generally try not to show children's faces publicly. We may photograph children from behind or at a distance, hands engaged in activities, classroom environments, children's work without identifying information, or group experiences where a child is not the main focus. A visible face is used only with documented permission.

Planned Media Coverage

Known coverage by a newspaper, television station, outside photographer, videographer, or community organization receives a separate event-specific media release, even when enrollment photo permission is on file. The form explains the event, media organization, intended purpose, expected use, and whether the child's name, voice, image, or work may be included.

Children's Comfort and Dignity

Family permission does not require a child to participate in every photograph. Staff respect a child who says no, turns away, or appears uncomfortable. Children are never photographed during toileting, diapering, changing, medical or personal care, an emotional crisis, injury, or another vulnerable moment.

Learning About Emotions Through Photos

As part of social-emotional learning, staff may take photographs of children showing different facial expressions. Children use the photos to notice, name, and talk about how faces can look when we experience different emotions. These learning photos follow the family's photo permission, honor each child's comfort, and are not shared publicly without permission.

Anonymous Family Surveys

Three times each year - in August, January, and May - families are invited to complete an anonymous quality-improvement survey. Participation is optional. The surveys give every family repeated opportunities to be heard. We review combined feedback to identify strengths and opportunities, set program goals, and plan improvements for the year ahead.

Public Reviews and Testimonials

Families are welcome to share honest feedback through the Silly Billies website, Facebook page, Google, another public review platform, or a private survey. Reviews help other families learn about our programs, values, relationships, and approach.

Reviews are voluntary. A family's choice to leave, decline, change, or remove a review does not affect enrollment, care, services, or the relationship with Silly Billies. Families should protect children's privacy and avoid another child's name, photograph, confidential information, or incident details.

Silly Billies may ask permission before featuring part of a review or testimonial in a new promotional format. A public review is not permission to share additional photographs or private information about the family.

Leave us a Facebook review: facebook.com/SillyBilliesTogether

Thank you - it truly helps other families find us and helps our program grow.



Families Are Partners

A little pause before Our Team, Family Concerns & Closing Agreements

*Your voice is an important part of your child's
experience at Silly Billies.*



Hope Grows Here™

Silly Billies Together



SECTION 6

Our Team, Family Concerns & Closing Agreements

Professional care includes qualified staff, accountability, honest feedback, and thoughtful transitions.

Hope Grows Here™

Staffing, Qualifications and Supervision

Children deserve adults who are dependable, attentive, knowledgeable, emotionally present, and committed to safe relationships. Our team includes qualified program leaders, teachers, assistants, substitutes, support professionals, volunteers, interns, and community partners. When needed, Silly Billies may use qualified substitute staff through Child Care Substitutes of Oregon (CCSO).

Qualifications and Background Checks

Each program maintains the qualified leadership required for its license, recorded status, and funding. Staff are assigned only to roles for which they are qualified, and Preschool Promise staff qualifications are reviewed and documented. Individuals required to enroll in Oregon's Central Background Registry may not begin or have unsupervised access until required approval is confirmed. Background approval does not replace training, supervision, or professional expectations.

Orientation and Role Training

Before unsupervised access and within required timelines, staff and substitutes receive orientation to supervision, ratios, emergencies, health, safe sleep, mandatory reporting, positive guidance, pickup, transportation, confidentiality, Brightwheel, and professional boundaries. Role-specific education may include pediatric first aid/CPR, food handling, screening, curriculum, inclusion, Conscious Discipline®, Every Child Belongs, mental health, and family partnership.

Staff Qualifications, Coaching and Professional Growth

All staff are held to Silly Billies' quality education and professional-practice expectations. Preschool Promise teaching staff complete at least 20 hours of professional learning each year, and Silly Billies supports education beyond that minimum based on staff roles, goals, and children's needs. Mandy Johnson is a trained coach and provides coaching, reflection, and implementation support. The program uses the Pyramid Model Implementation Data System (PIDS™) to track implementation, coaching, and team growth. Staff from all programs meet quarterly to review alignment, share learning, solve barriers, and help our infant/toddler, preschool, and school-age programs flow and grow together.

Only qualified staff are counted in ratio. Every location follows the ratio, group-size, age-mix, and capacity rules for its own license or program status.

Silly Billies Youth Enrichment - Oregon School-Age Recorded Program

2026-2027 community locations: Pleasant Hill Baptist Church, 84520 N Enterprise Road, Pleasant Hill, OR 97455; and Life Church at Wayside, 5297 B Street, Springfield, OR 97478.

Program leadership: Lead Teacher Patrick Johnson • 541-606-2919

With gratitude: Both churches have graciously provided space so our communities can continue to have access to school-age Youth Enrichment. We are deeply thankful for their partnership and generosity.

Recorded status and locations: Youth Enrichment provides youth-development activities while school is not in session and is legally exempt from child-care licensure. Before operating at a new site, Silly Billies submits the required recorded-program application or address change and posts the CCLD notice for that location.

Background checks: Before contact with children, covered staff and volunteers must have written CCLD verification of Central Background Registry enrollment on file.

Staffing policy: Oregon Division 425 does not set a licensed ratio or group-size table for school-age recorded programs. Silly Billies uses no more than 15 children per staff member and no more than 30 children in the program as an internal safety policy, with active supervision at all times.

Required Staff-to-Child Ratio Charts

Certified Child Care Center - Standard Age-Based Table

The certified child care center follows the current DELC table for the ages present, unless the center is lawfully operating under the permitted mixed-age table. Ratios and maximum group size must be met at all times.

Age of Children	Minimum Staff-to-Child Ratio	Maximum Group Size
6 weeks through 23 months	1:4	8
24 through 35 months	1:5	10
36 months through preschool age	1:10	20
School age	1:15	30

Mixed-age center option

The Springfield center may use the current DELC Mixed-Age Ratio Table only when 16 or fewer children are on site or licensed capacity is 16 or fewer. All additional staffing, qualification, room, and infant-safety requirements must also be met. The current table is kept with program licensing records and is available to families upon request.

Source: OAR 414-305-0400, Table 3A, and DELC Mixed-Age Ratio Table PTA-0732, dated January 27, 2026.

Springfield Infant & Toddler Center - One-Staff Safety and Backup Plan

When one center staff member is caring for the only group on site, Silly Billies uses these safeguards:

- The staff member on duty is teacher-qualified for the ages in care. The ratio and group-size limit for the youngest child are met at all times.
- A designated second individual is readily available to respond if needed, unless CCLD has approved an alternate plan. A responding person does not replace qualified staff coverage.
- Children remain actively supervised during diapering, staff bathroom needs, food preparation, cleaning, rest, transitions, and walks. Children are never left unattended for a break or other duty.
- Parents, visitors, volunteers, and unqualified helpers are not left alone with children and are not used to replace required staff.
- Staff contact Director Mandy Johnson when illness, injury, emotional distress, an emergency, or a supervision concern requires help. If safe qualified coverage or required backup cannot be maintained, the center may reduce attendance, contact families for pickup, close early, or delay opening.

Staff-specific names, backup numbers, and response steps are kept in the Springfield staff binder.

Source: OAR 414-305-0400(4), (11)-(15) and OAR 414-305-0500.

Certified Family Child Care Home Ratio Matrix

For the certified family child care home, locate the total number of children present across the top and the number of children under age two down the left side. The number where the row and column meet is the minimum number of caregivers required when all children are in one group.

Children under 2	16	15	14	13	12	11	10	9	8	7	6	5	4
Total children --	16	15	14	13	12	11	10	9	8	7	6	5	4
0	2	2	2	2	2	2	1	1	1	1	1	1	1
1	2	2	2	2	2	2	2	2	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	1	1	1	1
3	2	2	2	2	2	2	2	2	2	2	1	1	1
4	3	3	2	2	2	2	2	2	2	2	2	2	1
5	3	3	3	3	2	2	2	2	2	2	2	2	
6	3	3	3	3	3	2	2	2	2	2	2		
7	3	3	3	3	3	3	2	2	2	2			
8	3	3	3	3	3	3	3	3	2				
9	3	3	3	3	3	3	3	3					
10	4	3	3	3	3	3	3						
11	4	4	3	3	3	3							
12	4	4	4	4	3								
13	4	4	4	4									
14	4	4	4										
15	4	4											
16	4												

- Ratios must be met at all times, and each separate group must independently meet the applicable ratio.
- The maximum number of children is the capacity printed on the license and may not exceed 16.
- Children in the home who must be counted under DELC rules are included in the ratio calculation.
- When all children present are school age, the certified family ratio is 1 caregiver to 15 children.

Source: Oregon DELC Certified Family Ratio Chart PTA-0055 (January 2025) and OAR 414-360-0400. Current rules and the capacity printed on the license control.

Active Supervision

Meeting ratio is only one part of supervision. Staff know where children are, notice what they are doing, position themselves to see and hear, remain close enough to assist, complete frequent attendance checks, and consider age, ability, behavior, activities, care plans, transitions, bathroom routines, rest, outdoor play, transportation, and field trips. Cameras or monitors do not replace adult supervision.

Staff Devices

Staff avoid personal calls, texting, social media, headphones, visitors, or unrelated tasks that interfere with supervision. Devices may be used briefly for Brightwheel, attendance, authorized photographs, family or emergency communication, records, curriculum, or music without reducing supervision.

Substitutes, Volunteers and Outside Professionals

Substitutes

Qualified substitutes may be used when regular staff are absent. A substitute counted in ratio must meet the background, orientation, training, and role qualifications for the position and receives information needed for attendance, emergencies, allergies, medication, care plans, pickup, support needs, routines, and supervision.

Volunteers, Interns and Students

Unless a person meets all requirements for the role, they are not counted in ratio, do not have unsupervised access, and remain under qualified staff supervision. Confidentiality and professional-conduct expectations apply.

Visitors and Outside Professionals

Visitors who are not approved for unsupervised access remain monitored. Therapists, consultants, family-support professionals, and Silly Billies Cares professionals follow family-consent, confidentiality, safety, sign-in, and boundary requirements. They are not counted in child care ratio unless independently qualified and assigned to that role.

Professional Boundaries and Conduct

Warm, affectionate, responsive relationships must remain safe, developmentally appropriate, respectful of the child's signals, and centered on the child's needs. Abusive, exploitative, sexualized, threatening, degrading, intimidating, discriminatory, retaliatory, manipulative, or otherwise harmful conduct is prohibited. Staff may respectfully disagree, ask questions, request help, report concerns, and offer ideas without bullying or retaliation.

Community Partnerships & Supporters

Professional learning, resource connections and grant recognition

Silly Billies is grateful for the public agencies, community organizations, funders, professional networks, families, and volunteers whose support strengthens early learning, inclusion, family well-being, professional growth, and access to resources. Each relationship may serve a different role.

Grant & Community Support Recognition

- United Way of Lane County - grant support that has strengthened resources and opportunities for children and families
- Chambers Family Foundation - grant support for programs and resources serving children and families
- Thrivent - charitable giving and community-project support for Silly Billies Cares
- Community supporters - donors, volunteers, families, and local partners who help make projects possible

Public Systems & Family Resources

- Oregon Department of Early Learning and Care (DELIC), including the Child Care Licensing Division (CCLD) and Direct Pay Unit (DPU)
- Early Childhood Hub of Lane County
- United Way of Lane County
- Quality Care Connections at Lane Community College
- FACT Oregon
- Inclusive Partners
- Oregon Early Childhood Inclusion (OECI)
- Oregon Health Authority and Oregon Public Health Division

Learning, Inclusion & Membership

- Early Learning System Initiative (ELSI), housed in the Hallie E. Ford Center for Healthy Children and Families at Oregon State University
- Hallie E. Ford Center for Healthy Children and Families
- Oregon Center for Career Development in Childhood Care and Education (OCCD)
- Oregon Infant Mental Health Association (ORIMHA)
- Trauma Informed Oregon
- CHADD - Children and Adults with Attention-Deficit/Hyperactivity Disorder
- AFSCME Child Care Providers Together (CCPT) Local 132 - dues-paying membership

United Way of Lane County is recognized both as a community connection and as a grant supporter because both roles are important to our work. Listing an organization does not imply sponsorship, endorsement, ownership, supervision, or legal responsibility unless established through a current written agreement. Names and identifying marks remain the property of their respective owners.

We name and thank our partners because their contributions matter. Together, these relationships connect families with support, strengthen inclusive care and professional learning, and create opportunities for children.

Changing or Ending Services

Family-Requested Changes and Withdrawal

Families may request schedule, location, before-care, after-care, summer, transportation, or placement changes in writing. A change is effective only after approval and documentation. A family may withdraw by providing the notice required by the current contract, including the child's final day and questions about the final account. Charges remain due through the notice period unless another written arrangement is approved.

Supporting a Child's Goodbye

Whenever possible, the program uses conversations, stories, a final conference, goodbye activities, portfolios, belongings, familiar routines, and authorized communication with a new school or program to help the child prepare and experience closure.

Optional Silly Billies Cares Services

Separate parent coaching, home visiting, peer support, resource navigation, or other Silly Billies Cares services may have their own authorization, funding, and closure procedures. Declining or ending a voluntary Cares service does not automatically affect regular child care, and ending child care does not automatically end a separate eligible service.

Program-Initiated Contract Review

Silly Billies makes reasonable efforts to communicate and identify solutions before ending a private child care contract. Review may be required for a continued unpaid balance, repeated late pickup, repeated schedule violations, missing information or supplies necessary for safety, materially false enrollment information, threatening or violent adult conduct, repeated unsafe pickup, loss of funding eligibility, program closure, inability to lawfully provide the service, or a serious and unresolved agreement violation.

Written Notice and Protected Reasons

Program-initiated changes generally include written reasons, effective date, steps available, final financial responsibility, records and belongings, transition information, and a contact person. A child's services are not ended merely because of disability, development, diagnosis, specialized need, toilet-learning status, a request for accommodation, respectful family advocacy, good-faith complaint, contact with licensing, or behavior when Oregon law prohibits suspension or expulsion.

Family Concerns, Complaints and Licensing Information

Internal Problem-Solving

- Listen to the concern and desired outcome.
- Review relevant information, policy, records, and staff input.
- Protect confidentiality and take immediate safety steps when needed.
- Explain what can be addressed and what private information cannot be shared.
- Provide a decision, plan, or follow-up and review whether the concern was resolved.

No Retaliation

Silly Billies does not retaliate against a child or family for questions, respectful disagreement, an accommodation request, a safety report, a good-faith complaint, or contact with CCLD, ODHS, law enforcement, or another oversight agency.



Family Information & Handbook Acknowledgment

Licensing, public information and handbook updates

Child Care Licensing Division

Families may contact Oregon DELC's Child Care Licensing Division directly; the internal process is not required first. Statewide CCLD: 1-800-556-6616. Immediate danger: 911. Oregon Child Abuse Hotline: 1-855-503-SAFE (7233).

Child Care Safety Portal

Families may review available license, capacity, inspection, complaint, and enforcement information. Each licensed site posts its current license and required family notices.

Handbook Updates

Families receive notice of meaningful policy changes. Changes to individual rates, fees, hours, or contract terms are also provided in writing.

Parent & Family Handbook Acknowledgment

Please review and sign

Signing confirms that the family received or can access the handbook. It does not waive legal rights or serve as permission for medication, photographs, transportation, field trips, screening, or separate services. Those permissions use separate forms.

I acknowledge that I received or was given electronic access to the Silly Billies Parent & Family Handbook; that the annual contract states the child's program, location, schedule, rates, fees, notice, and financial terms; that I am responsible for keeping health, emergency, custody, pickup, and contact information current; and that meaningful policy updates will be communicated.

Child's Name	_____
Child's Program	☐ Infant & Toddler ☐ Preschool ☐ Youth Enrichment ☐ Other
Parent/Guardian Name	_____
Parent/Guardian Signature	_____
Parent/Guardian Date	_____
Program Representative	_____
Program Representative Signature	_____
Program Representative Date	_____

For Your Information

This handbook copy is provided for your information. The signed acknowledgment will be completed in Brightwheel and retained in your family's file. Please request a paper copy if you would like one. The handbook will also remain available in Brightwheel and at each program location for in-person review.

Regulatory and Program Sources

This handbook combines official Oregon requirements with Silly Billies policies and family-facing practices. It summarizes the program's approach and does not replace current rules, the executed Preschool Promise grant, approved exceptions, or the annual contract.

Licensing and Required Policies

- [Oregon DELC Child Care Rules](#)
- [Rules for Certified Family Child Care Homes - CCLD-0085](#)
- [Rules for Certified Child Care Centers - CCLD-0084](#)
- [Suspension and Expulsion Prevention - Certified Family](#)
- [Suspension and Expulsion Prevention - Certified Center](#)
- [OHA School and Child Care Immunization Laws](#)
- [OAR 333-050-0230 - Documentation to Attend](#)
- [OAR 333-050-0380 - Annual Reporting](#)
- [ORS 433.269 - Public Availability and Records](#)

Preschool Promise

- [OAR 414, Division 470 - Preschool Promise](#)
- [DELC Preschool Promise Program Page](#)
- [2025-2027 Preschool Promise Grant Agreement](#)
- [Preschool Promise Grantee Operations Manual](#)
- [Preschool Promise Enrollment Manual Version 5.0](#)
- [Oregon Early Learning and Kindergarten Guidelines](#)
- [NAEYC Code of Ethical Conduct](#)

Safety, Ratios, Recorded Care and Handbook Foundations

- [Every Child Belongs](#)
- [Child Care Safety and Complaints](#)
- [Certified Family Ratio Chart - PTA-0055](#)
- [Certified Center Mixed-Age Ratio Table - PTA-0732](#)
- [Rules for School-Age Recorded Programs - OAR 414, Division 425](#)
- [Program resources, named curricula and professional-learning guidance, including Lexia® LETRS®, Frog Street® and Erika's Lighthouse™](#)

The earlier Silly Billies Parent Handbook, Silly Billies Cares Restated Bylaws, Toilet Readiness and Illness resources, program practices reviewed with Mandy Johnson, and community/funder information also informed this edition. Organization listings are for recognition and resource navigation and do not imply endorsement.

We do not walk in front of families. We do not walk behind families.
We walk beside them.

Reviewed August 2026. Official rules and the current executed grant control if a source is revised.

Silly Billies Cares

Who We Support & How We Help

We believe families should not have to navigate hard seasons alone. Silly Billies Cares was created to walk beside children and the adults who love them - offering practical help, connection, hope, and relationship-centered support.

Who We Support

Support may serve children from infancy through school age; parents, guardians, grandparents, foster and kinship caregivers; and families navigating stress, grief, transitions, developmental or emotional needs, disability, behavior concerns, or barriers to food, hygiene supplies and community resources. We begin with each family's strengths, priorities, culture and goals.

How We Walk Beside Families

Support may include family support and peer support, parent coaching and education, voluntary home visits, shared goal planning, resource navigation and warm referrals, prevention-focused mental-health education, and help building connections with health, developmental, educational and community partners.

Community Care in Action

Sometimes support is a listening ear or someone helping a family find the next right resource. Other times it is a free book to build a home library, diapers or toothpaste from the Community Care Pantry, shelf-stable food, a parent education class, a voluntary home visit, a Parent & Caregiver Night Out, or a Family Fun Event that helps families feel connected and known.

Family choice matters. Silly Billies Cares services are separate from regular child care and may have their own consent, eligibility, authorization, documentation, funding or availability requirements. Declining a voluntary Cares service does not automatically affect a child's enrollment or regular child care.

Walking beside families. Growing hope together.

Stay Connected & Help Hope Grow

Explore our programs and family resources, learn more about Silly Billies Cares, or choose an optional way to help children and families thrive.

Visit Silly Billies Together



Meet our staff and explore community projects. Shop our mini store of favorite items, download forms, and sign up for Parent Education or voluntary Home Visits.

sillybilliestogether.com

Support Silly Billies Cares



Scan to open our nonprofit donation page. Every gift helps hope grow for children and families.

sillybilliestogether.com/silly-billies-cares

Donations are always optional. Donating - or choosing not to donate - never affects enrollment, eligibility, fees, placement, or services.

Questions or other ways to give: sillybilliescares@gmail.com • 541-606-2919

Every Gift Helps Hope Grow

Donations help provide free books, family education and connection events, food and hygiene essentials, resource navigation, and caring support during times of need.

Hope Grows Here™

What to Bring on Your First Day

A few familiar, labeled items help children feel prepared, connected, and ready for the day.



Familiar Comforts Can Help

A family photo can help children feel connected as they settle in; send a printed or digital copy and we are happy to print it. During the first few weeks, an infant may bring a clean shirt with a parent or caregiver's familiar scent for awake, staff-supervised comfort only. It is stored before sleep and never placed in a crib or sleep space. For older children, one small labeled sensory item may be brought only with advance Lead Teacher approval and stays put away except during quiet or rest time. If it is still needed after the first few weeks, the family and Lead Teacher will create a support plan.



Infants & Toddlers

Comfort, feeding, diapering, and everyday care

- A labeled backpack with one complete extra set of labeled clothes
- Labeled diapers or pull-ups when used; Silly Billies provides wipes
- Silly Billies provides your infant's formula of choice
- If your family chooses, we can also provide bottles and a pacifier
- Send labeled breast milk or specialty items that must come from home, and share current feeding instructions



Preschool

Learning, active play, rest, and growing independence

- A labeled backpack with one complete extra set of labeled clothes
- Labeled diapers or pull-ups when used; Silly Billies provides wipes
- Comfortable weather-ready layers and secure active-play shoes
- Silly Billies supplies water bottles for Preschool
- One small labeled sensory item with advance Lead Teacher approval; if still needed after the first few weeks, work with the Lead Teacher on a support plan



Youth Enrichment

School days, outdoor play, summer fun, and community trips

- A labeled backpack with one complete extra set of labeled clothes
- Bring a labeled refillable water bottle; during summer, also bring a packed lunch from home
- Weather-ready layers and secure active-play shoes
- Trip items listed in Brightwheel, such as a swimsuit and towel
- Homework or school items your child would like support with

A Few Important Reminders

- Label every personal item with your child's first and last name.
- Hand all medication directly to staff in its original container - never place medication in a backpack or lunch bag.
- Keep allergies, feeding instructions, care plans, emergency contacts, and pickup information current.
- Your teacher will share any child-specific or program-specific items.
- Some families choose to leave an extra labeled jacket at Silly Billies for changing weather; this is optional.
- Meals, snacks, and learning supplies are provided; summer Youth Enrichment students may bring lunch.
- Leave money, toys, and electronics at home unless staff asks for them.

For safety, we use sealed reusable wet bags - not loose gallon-size zipper bags - for soiled clothes.



Thank You for Trusting Us

Thank you for trusting Silly Billies with your child or children. As parents ourselves, we understand how meaningful and personal the decision to choose a program can be. We hope to earn and deepen that trust by showing you our heart for helping children grow in a program that is physically, emotionally, and culturally safe, as well as diverse, joyful, and committed to quality.

These values are more than words in a handbook. They guide how we live, learn, and work alongside your family every day. We look forward to growing together and hope this is the beginning of a long and meaningful relationship with your family.

"Let all that you do be done in love."

1 Corinthians 16:14

Hope Grows Here™

sillybilliestogether.com

sillybilliescares@gmail.com

