

## **AL-Amana Childcare Handbook**

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### **AL-Amana Childcare Handbook Parent Responsibilities Include:**

#### **1. Sign-In and Sign-Out Procedures:**

- \* Parents must sign their child in upon arrival and sign them out at departure daily.
- \* This ensures an accurate record of attendance for safety and legal purposes.
- \* Children will only be released to parents or individuals authorized by the parents in the enrollment form. Ensure these individuals have proper identification.

#### **2. Providing Current Information:**

- \* Parents are responsible for providing and updating all necessary information, including contact numbers, emergency contacts, and any relevant medical information.
- \* Notify the childcare immediately of any changes to ensure the safety and well-being of the child.

#### **3. Supplies and Personal Items:**

- \* Parents should provide all necessary supplies for their child, including diapers, wipes, formula or breast milk, changes of clothes, and any comfort items like blankets or pacifiers.
- \* All items should be clearly labeled with the child's name.

#### **4. Transportation Requirements:**

- \* If the provider is transporting the child, parents must provide a suitable car seat that meets safety standards.
- \* Ensure the car seat is in good condition and inform the provider of any specific instructions for its use.

Provider Responsibilities:

## **Family Child Care Written Evacuation**

**Plan** This template was designed to help provide guidance as you develop your written emergency and evacuation plan for your child care program. Please consult the following rules for additional information:

**Registered Family (RF) Home Rules: 414-210-0210(2)(a-o) and (3)(a-g) This plan was**



implemented on Certified Family (CF) Home Rules: 414-360-0210(2)(a-o) and (3)(a-g)

(date):

**0210(2) The plan must include a provider's procedures for:**

**(a) Responding to a lost or missing child;**

immediately call 911 or your local police department and Provide them with the child's description, last known location, and clothing. After reporting to the police, also contact the National Center for Missing & Exploited Children at **1-800-THE-LOST (1-800-843-5678)**. Then contact with their parents

**(b) Ensuring that all children in attendance are supervised and accounted for during and after an emergency;**

Children are supervised and accounted for during and after an emergency by:

- \* Implementing active supervision (constant monitoring).
- \* Conducting regular headcounts and transition counts.
- \* Using an emergency preparedness plan that includes clear procedures for sheltering in place or evacuating.
- \* Maintaining low staff-to-child ratios.
- \* Ensuring all children are within sight.
- \* Accounting for them by matching names to faces and attendance sign in and out sheet

In the event of an emergency, I will notify parents and other adults by:

- \* Relocate the children to our designated evacuation location and call their parents.

**(c) The way that caregivers and children are alerted of the emergency;**

Emergency Alert Methods for Caregivers and Children: Caregivers and children are alerted to emergencies through various methods, including emergency alerts sent to mobile devices, broadcasts on TV and radio, and local warning systems like NOAA Weather Radio.

Place emergency calls: Contact the police and fire departments.

Make emergency announcements:

Warn other staff or occupants.

Account for children: Ensure no one leaves a room or designated safe area. During and after an emergency, children are supervised and accounted for by implementing active supervision, conducting regular headcounts, using a preparedness plan with clear procedures for sheltering

or evacuating, maintaining low staff-to-child ratios, ensuring all children are within sight, and matching names to faces. We follow our emergency plan, gather our emergency kits, and ensure the children are in a safe environment.

We listen to the radio or television for information from local officials and follow their instructions while communicating with the parents.

In the event of an emergency, parents and other adults will be notified by phone.

If we cannot remain in or re-enter the home, we will relocate the children to our designated evacuation location and call their parents.

**(d) Notifying emergency authorities, including the poison control center, when necessary;**

If someone may have been poisoned, I will call the toll-free Poison Help line (1-800-222-1222), which connects you to your local poison center, to speak with a poison expert right away.

**(e) Evacuating children to a designated safe area or relocating children to alternate shelter. Designated safe areas and alternate shelters must be a minimum of 50 feet from the home being evacuated;**

If we need to evacuate, here is the location we will evacuate to:

- The primary assembly point in case of an emergency is at Greater Portland Bible Church (2374 SW Vermont St., Portland, OR 97219), under the covered area in front of the building. Their conduct number is (503) 470-5391. The secondary assembly point will be at Rieke Elementary playground. (1405 SW Vermont St, Portland, OR 97219).

This is how we will get there:

- We will be walking and transporting the children in a stroller or wagon if they cannot walk.

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**(f) Moving children to a designated location in the home for sheltering-in-place and lockdown emergencies;**

If we have to shelter in place or lockdown our facility, we will take the following steps per each scenario listed below and we will shelter in this location:

- The room where the children take naps. Location is a secured room with access to emergency exits that they will be familiar with.

If the emergency is a man-made event, such as violence, my process to protect children is:

- Evacuate the children from the scene and call 911, depending on the situation.

If we need to lockdown, so that no one can enter or leave, our process is:

- Position children in a safe place against walls or on the floor; position children

behind a bookcase or turn a table on its side to use as a buffer.

- Maintain as calm an atmosphere as we can provide quiet toys/items to help keep children quiet.

### **(g) Responding to natural and human-made disasters including power outages.**

#### Before:

- \* Plan: Make & practice emergency plans.
- \* Kit: Prep a 72-hr kit (water, food, flashlight, first-aid, meds, radio).
- \* Stay Informed: Know risks, sign up for alerts (FEMA, EAS, NOAA).

#### During:

- \* Act on Plan: Follow plan, evacuate if told.
- \* Stay Informed: Watch emergency broadcasts.
- \* Power Outages: Report lines, use generators safely, conserve energy.

#### After:

- \* Ensure Safety: Check home, cut utilities if needed.
- \* Account for Others: Check on family/neighbors.
- \* Seek Assistance: Apply for aid at [DisasterAssistance.gov](https://www.disasterassistance.gov) or call 800-621-3362.
- \* Cope with Stress: Talk, seek counseling for emotional impacts.

### **(h) Responding to serious illness, serious injury or death of a child or caregiver;**

#### Immediate Actions (Emergencies):

Staff will call 911 for life-threatening situations and provide location and details to the 911 operator/staff.

We will administer first aid while waiting for help while we stay calm to manage the situation effectively. We will be sure to secure the scene to minimize further risks.

Staff will notify parents/guardians or supervisors immediately and be sure to document the incident, including details and actions taken. After the immediate event the staff will seek support (counseling, groups, hotlines) for everyone involved.

The staff or additional support workers will communicate with children, allowing them to express feelings. The director will make sure any staff understand their rights regarding leave policies and reporting requirements.

### **(i) Responding to incidents involving a hostile intruder;**

To respond to a hostile intruder at a childcare facility, immediately call 9-1-1 and follow your

facility's emergency plan, which includes options like [lockdown](#), [evacuate](#), or [counter](#) depending on the situation. Key steps include securing children in a safe place, moving away from the threat if possible, and remaining calm to help reassure children and other staff.

**(j) Addressing the needs of individual children, including children with disabilities or other specific needs, and children with chronic medical conditions;**

If I have children with special needs and/or chronic medical conditions, I will ensure their individual needs are met by doing the following:

- Place special supplies (diapers, bottles, formula, medication) in an emergency backpack for easy access (stored under child safety lock [CSL] if necessary depending on the contents).
- I will ensure that parents provide care information and items needed for all situations possible.
- Make sure I have enough staffing to adhere to ratios and group sizes. Also ensure I have a plan in place to screen staff and children upon arrival, develop and train staff on COVID-19 prevention policies and protocols for families, and have adequate disinfectant and cleaning supplies.

**(k) Ensuring children's emergency contact information and medical authorization and caregivers' emergency contact information is accessible during and after an emergency;**

To ensure accessible contact and medical information during emergencies, childcare staff will maintain multiple copies of updated forms, including physical and secure digital versions, in easily accessible locations like the office and a portable "go-bag". Digital storage offers accessibility from various devices, while physical copies in a "go-bag" are crucial for evacuations. Regular updates of the information, staff training on emergency procedures, and communication with families are also essential for a coordinated response.

**(l) Notifying parents after the emergency ends and how children will be reunited with their families as the evacuation, relocation, or sheltering/lockdown is lifted;**

- Make sure parents/guardians know the exact address of where we are located. Parents/guardians will be given a pre-designated alternate pick-up site if children are evacuated. Parents/guardians should not try to enter the home during a lockdown or lockout and may be directed to stay away until authorities determine

it is safe.

- **(m) Maintaining continuity of care after a natural or human-made disaster, including access to copies of records, documents, and computer files necessary for continued operation stored in either a portable file or at an off-site location;**

To ensure continuity of care after a disaster, we will maintain crucial records by creating duplicate copies of essential documents (like patient records, financial information, and critical software) and storing them in both portable formats (like encrypted USB drives) and off-site, secure locations (such as a remote facility or cloud storage). This strategy provides accessibility to information, even if the primary location or electronic systems are compromised, allowing for uninterrupted essential functions and continued operations.

- (n) **Ensuring pool and swimming safety if applicable** (see OAR 414-210-1300, and 414-360-1300). We don't have any of this in our childcare program out or in doo

**(o) The plan must identify a licensed physician, hospital, or clinic to be used for emergency medical**

The incomplete phrase "(o) The plan must identify a licensed physician, hospital, or clinic to be used for emergency medical" is likely from a regulatory or procedural document. Based on the results, this requirement is part of a plan for a facility, organization, or specific project that must include provisions for handling medical emergencies. The most common contexts for this type of requirement are:

**care. *Name of medical facility and Address.***

***Phone #: A/N 503- 813-2000 / 502-494-8311***

The main address for [OHSU's Marquam Hill campus](#) is **3181 SW Sam Jackson Park Road, Portland, OR 97239**. Our second hospital will be The main Kaiser Permanente address in Portland is the [Interstate Medical Office Central](#) at **3550 N Interstate Ave, Portland, OR 97227**. Other locations include the **Interstate Medical Office South** at **3500 N Interstate Ave, Portland, OR 97227** and the **Westside Medical Center** at

**2875 NE Stucki Ave, Hillsboro, OR 97124**

**(3) A child care program must observe weather conditions and other possible hazards and take appropriate action for child health and safety:**

**(a) Heat in excess of 100°F, or pursuant to advice of the local authority;**

If temperatures soar above 100°F or local authorities issue warnings, immediate action is essential to prevent heat-related illnesses.

Plan:

Stay Cool:

- \* Seek refuge in air-conditioned environments whenever possible if the one I have is not enough.
- \* If air conditioning is unavailable, find cool, shady spots to minimize sun exposure.
- \* Utilize fans to promote air circulation and enhance evaporative cooling.

Stay Hydrated:

- \* We will have all children and staff drink plenty of water throughout the day to replenish fluids lost through sweat.
- \* Consider electrolyte-rich beverages to replace essential minerals lost during sweating.

Avoid Strenuous Activity:

- \* Limit physical exertion during peak heat hours to reduce the risk of overheating.
- \* Staff will plan outdoor play time for cooler times of the day, such as early morning or late evening.
- \* Take frequent breaks in the shade or use our air-conditioned areas to allow your body to recover.

. Clothing and Personal Care:

- \* Encourage families to dress their children in loose-fitting, lightweight clothing to promote airflow and facilitate heat dissipation.
- \* Remind parents to apply sunscreen to protect against sunburn, which can impair the body's ability to cool itself.

**(b) Cold less than 20°F, or pursuant to advice of the local authority**

As a child care provider, I will respond to temperatures below 20°F or local authority advice by prioritizing child safety through indoor activities, limiting outdoor time, and ensuring proper clothing. Observe weather, dress children appropriately for any brief outdoor exposure, and prepare alternative indoor activities if outdoor play is restricted

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**(c) Lightning storm, tornado, hurricane, or flooding if there is immediate or likely danger**

During an earthquake, we will take the following steps:

- Call 911.
- Everyone will drop to the ground and grab an emergency kit.
- We will make sure we instruct the children to cover their heads and get under the dining room table or desk and hold on. We will stay in place until the shaking stops.
- In case of volcanic eruption, place damp towels at all thresholds and other places where ash could enter.
- **Get off lightning we go indoors:** The safest place to be during a thunderstorm is inside a sturdy building or an enclosed car.
- **Avoid water and electronics:** Stay away from plumbing and electrical equipment, and do not use electronic devices connected to an outlet.
- **Practice the 30/30 rule:** Remain indoors for 30 minutes after the last sound of thunder.
- To stay safe in a storm, find the lowest floor of a sturdy building, like a basement or an interior room, and stay away from windows and doors. Unplug electronics, avoid contact with water and electrical appliances, and protect yourself from flying debris. If you are caught outside, move to a sturdy building, car, or low-lying area away from trees and power lines.
- To stay safe in a hurricane or flooding, evacuate if ordered to do so, and if staying home, move to an interior room on the lowest level, away from windows. Do not walk or drive through floodwaters, as they are extremely dangerous; if your home is flooding, go to the highest level and stay out of the attic. Always listen to official alerts and broadcasts for the latest updates.

**(e) Air quality emergency ordered by a local, state, or federal authority on air quality or public health;**

An "air quality emergency" is a situation declared by a local, state, or federal authority when air contaminant levels are so high they threaten public health, requiring specific actions like

reducing emissions and protecting sensitive groups. During such emergencies, which can involve hazardous air pollutants, agencies will implement control measures and may issue advisories for the public to limit exposure to unhealthy air conditions. In addition I should have enough masks for all the children to wear when going outside.

### **Plan Developed By (name): Fatiya Usso**

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**The plan must be reviewed at least once per licensing period and updated as needed.**

Plan was reviewed and/or updated on (date): By:

Plan was reviewed and/or updated on (date): By:

### **Suggestions for Evacuation**

- Call 9-1-1
- Make a quick assessment of the situation in the home, including any injuries to children or adults • Evaluate evacuation routes to ensure they are clear of obstructions
- Bring disaster supplies (food, water, diapers, first aid kits), attendance records, children's enrollment forms, cell phone, jackets.
- Ensure that the evacuation site is a place you can easily access, and a place we could stay for up to 72 hours in the event of a natural disaster. Consider a neighbor's house, local school, church or other community center. • Make sure parents/guardians know the exact address of where we are located. Parents/guardians will be given a pre-designated alternate pick-up site if children are evacuated. Parents/guardians should not try and enter the home during a lockdown or lockout and may be directed to stay away until authorities determine it is safe.

### **Suggestions for Shelter in Place, Lockdown or Building Lockout**

- Call 9-1-1
- Gather all children inside into one room, preferably one with few exterior windows and doors. • Close and lock all windows and doors.
- In case of intruder, turn off all lights, block the door from the inside, and keep children away from all doors and windows.
- Position children in a safe place against walls or on the floor; position children behind a bookcase or turn a table on its side to use as a buffer.
- Maintain as calm an atmosphere as possible. Provide quiet toys/items to help keep children quiet. • In case of volcanic eruption, place damp towels at all thresholds and

other places where ash could enter.

### **Suggestions for Earthquake**

- Direct all children to "DROP, COVER, HOLD" and remain covering their head with your arms until the earth stops moving.
- Stay away from windows, bookcases, and other tall furniture that may tip over.
- Provide assistance to children if they are injured. After, taking immediate cover and calling to the child with directions and reassurance.

### **Suggestions for Continuity of Care**

- Have enough emergency supplies to care for each child for 72 hours. This includes water, blankets, formula, food, diapers, extra clothing, and a first aid kit.

### **Infants, Toddlers, Children with Special Needs, and Children with**

**Medical Conditions** • Consider how you will assist these children in an evacuation.

- Ask a neighbor if they are willing to help.
- Consider an evacuation crib or a crib with wheels, stroller or wagon.
- Place special supplies (diapers, bottles, formula, medication) in an emergency backpack for easy access (stored under child safety lock [CSL] if necessary, depending on the contents).

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#### **Resources:**

- Office of Emergency Preparedness and Emergency Management, Government of Jamaica, Public Education Materials, <https://www.odpem.org.jm/public-education-material/>.
- Ready Campaign, Ready Kids, <https://www.ready.gov/kids>.
- The Great Oregon ShakeOut, ShakeOut Resources, Schools and Childcare, K-12 Schools Drill Planning, Educational, and Preparedness Resources, Earthquake Safety For Parents and Care Providers of Young Children and Infants, <https://www.shakeout.org/oregon/resources/>.

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*You are entitled to language assistance services and other accommodations at no cost. If you need help in your language or other accommodations, please contact the Office of Child Care at 503-947-1400. Oregon Department of Early Learning and Care · Child Care Licensing Division · www.oregon.gov/delc · PR-0190 · Page 5 of 5*

## **1. Emergency Plan:**

- \* Develop a comprehensive emergency plan that covers various scenarios, such as medical emergencies, fire, natural disasters, and security threats.
- \* The plan should include evacuation procedures, contact information for emergency services, and protocols for communicating with parents.
- \* Regularly review and practice the emergency plan with staff and substitutes.

## **2. Bodily Fluid Clean-Up Plan:**

## **AL-Amana Child Care:**

### **Blood or Body Fluid Spill Clean-Up Procedure**

#### **BEFORE A SPILL HAPPENS**

To ensure a fast and safe response, **assemble and maintain a Blood Spill Kit** in an easily accessible location. The kit should include:

- Disposable gloves
- Disposable paper towels or absorbent pads
- A commercial disinfectant approved for bloodborne pathogens
- A clean mop and bucket (for floor spills)
- A designated, leak-proof, disposable waste bag (red or biohazard bag preferred)
- Optional: Gown, face shield or mask with eye protection (for large spills or risk of splashing)

#### **WHEN A SPILL OCCURS**

##### **1. Ensure Safety**

- Keep children away from the area.
- Assess the scene and ensure your own safety before beginning clean-up.
- If needed, block off the area to prevent exposure.

##### **2. Put on Personal Protective Equipment (PPE)**

- Wear **disposable gloves**.
- If there is a risk of splashing, also wear a **gown and facial protection** (e.g., face shield or mask with eye protection).

##### **3. Contain the Spill**

- Cover the spill immediately using **paper towels or absorbent pads** to prevent spreading.
- For larger spills, **kitty litter or similar absorbent material** may help contain it on hard surfaces.

##### **4. Clean the Area**

- Wipe up the absorbed fluid using more paper towels or absorbent materials.

- Place all used materials into the designated **biohazard or disposable waste bag**.
- Use **detergent and warm water** to clean any visible soil or residue from the surface.

### 5. Disinfect the Area

- Apply a **commercial disinfectant** approved for bloodborne pathogens, or a **bleach solution (1:10 ratio)**.
- Allow disinfectant to sit:
  - For **at least 10 minutes** for bleach, or
  - As long as **recommended by the manufacturer**.
- After the contact time, wipe the area clean again with fresh disposable towels.

### 6. Dispose of Waste and Decontaminate Equipment

- **Double-bag** all contaminated materials (gloves, towels, etc.) and **tie securely**.
- Dispose of in regular garbage unless local regulations require special disposal for large amounts of bodily fluid.
- **Wash your hands** thoroughly with soap and running water for at least **20 seconds**.
- **Clean reusable equipment** (e.g., mop and bucket) using detergent and water, then rinse with a disinfectant before storage.

## AFTER CLEAN-UP: DOCUMENT THE INCIDENT

- Once the area is fully cleaned and dried, **document the incident** in your center's log or incident report book.
  - Include: date, time, location, nature of the spill, who cleaned it, and any child or staff involved.

\* Establish a detailed plan for cleaning up bodily fluids (e.g., blood, vomit, urine) to prevent the spread of infection.

\* The plan should include the use of appropriate personal protective equipment (PPE), such as gloves and masks, and approved disinfectants.

\* Train all staff and substitutes on the proper procedures for handling and disposing of contaminated materials.

### 3. Transportation Plan:

\* If transportation is provided, create a detailed plan that outlines safety procedures, vehicle maintenance, and insurance coverage.

\* Ensure all drivers have valid licenses and clean driving records.

\* Maintain a log of all trips, including the date, time, destination, and names of children transported.

**4. Menu and Meal Preparation:**

Al-Amana Childcare weekly menu

Meal	Monday	Tuesday	Wednesday	Thursday	Friday
	Milk/Water	Milk/Water	Milk/Water	Milk/Water	Milk/Water
<b>Breakfast</b>	Banana	Oranges	Strawberry	Grapes	Apples
	Peanut Butter Sandwich	Oatmeal	Wafel or Cereal	Pancakes	scrambled egg/slice of wheat bread
	Milk/Water/	Milk/Water	Milk/Water/	Milk/Water	Milk/Water/
<b>Lunch</b>	Strawberry	Apple	Grapes	Banana	Oranges
	Carrot	Green beans	Cucumber	Zucine	Green Beans
	Rice & Chicken	Macaroni & Cheese	Rice /chicken	Rice/fish	Bread and Chicken Nuggets
	Water/milk	Water/milk	Water/milk	Water/Juice	Water/milk
<b>Snack</b>	Grapes	Strawberry	Banana	Oranges	Grapes

Meal	Monday	Tuesday	Wednesday	Thursday	Friday
	Milk/Water	Milk/Water	Milk/Water	Milk/Water	Milk/Water
	Water/milk	Water/milkJuice	Water/milk	Water/Juice	Water/milk
	Crackers	Yogurt	Crackers	Carrot & Ranch	Apple sauce

## Al-Amana Child Care

### Meal Setup and Clean-Up Instructions

#### BEFORE Meals

##### 1. Verbal Notification

- Announce to children that lunchtime is approaching.
- Allow them time to finish current activities.
- Helps ease the transition to mealtime.

##### 2. Table Sanitization

- Sanitize all eating surfaces using a **child-safe** disinfectant.
- Complete **before** children approach the tables.

### 3. Hand Washing & Helper Assignment

- Select 1–2 children from the daily calendar to be *lunch helpers*.
- Helpers must **wash hands thoroughly** before handling items.
- Supervising adults should ensure proper handwashing technique.

### 4. Table Setting

- Provide:
  - Napkins
  - Plates
  - Forks & spoons
  - Drinking cups (child-friendly)
- Helpers should place items neatly at each spot.

### 5. Utensil Redundancy

- Prepare **multiple sets** of child-size serving utensils.
- Minimizes cross-contamination between different food items.

### 6. Portion Control

- Serve food in **small dishes with controlled portions**.
- Reduces waste and teaches portion awareness.

### 7. Table Arrangement

- Each table should have access to:
  - A variety of food options
  - Proper utensils and napkins
- Make items **easily reachable** for children.

### 8. Reserve Supply

- Keep extra portions **in the kitchen**:
  - For second helpings
  - To replace contaminated items

### 9. Spill Prevention

- Only partially fill pitchers (e.g., water or milk).

- Makes them **lighter and easier** for children to pour.

## **AFTER Meals**

### **1. Spill Cleanup Tools**

- Provide child-size:
  - Brooms
  - Dustpans
  - Cloths or paper towels
- Encourage children to clean up minor spills (supervised).

### **2. Dish Collection**

- Designate a **bin or container** for used dishes and utensils.
- Children should be guided to deposit their items carefully.

### **3. Waste Disposal**

- Ensure trash cans are:
  - Easily accessible
  - Clearly labeled
- Children dispose of:
  - Used napkins
  - Leftover food

### **4. Hygiene Practice**

- All children must **wash and dry hands** after mealtime.
- Reinforce proper hygiene habits daily.

### **5. Routine Transition**

- Gently guide children back to routine activities:
  - Reading
  - Quiet play
  - Nap preparation
- Maintains structure and supports daily schedule.

## ✓ Notes for Staff:

- Always supervise children during mealtime and clean-up.
  - Encourage independence while ensuring safety and hygiene.
  - Use mealtime as a teaching moment for manners, responsibility, and self-care
- \* Provide a balanced and nutritious menu that meets the dietary needs of all children, considering any allergies or special requirements.
  - \* Prepare meals in a clean and sanitary environment, following food safety guidelines.
  - \* Clearly communicate the menu to parents and be transparent about the ingredients used.

## 5. Daily Schedule:

### **Al-Amana Childcare Daily Schedule:**

#### **7:00-8:30 Welcome Families and Children & Free Choice**

Reason: This allows time for a soft and relaxed start time, especially for children who may experience a more difficult time transitioning to a preschool setting.

#### **8:30-9:00: Breakfast**

Reason: A nutritious breakfast provides energy and supports healthy growth and development that prepares them for our daily activities.

#### **9:00-9:15: Circle Time**

Reason: Circle Time promotes early learning, listening, literacy, and group participation skills they will use for the rest of their school careers.

#### **9:15-9:30: Morning Snack**

Reason: A healthy snack provides the necessary nutrients and energy to help children stay focused and active for the remainder of the day.

#### **9:30-10:00: Music & Movement**

Reason: Music & Movement activities support physical development, coordination and balance, and rhythm.

#### **10:00-11:00: Nature Walk**

Reasoning: Outdoor walks provide physical exercise, fresh air, and opportunities for sensory exploration.

#### **11:00-12:00: Bathroom Break, Hand Washing, & Reviewing the Nature walk.**

Reason: This gives all children a chance to use the bathroom, wash their hands, reflect

on their experiences during the nature walk, and prepare for lunch

### **12:00-12:30: Lunch**

Reason: A balanced lunch helps sustain energy and support healthy eating habits.

### **12:30-2:30 Bathroom Break & Nap Time**

Reason: A bathroom break after lunch lessens the chance of accidents that may occur during nap time. Nap time is crucial for young children because their bodies need a chance to rest and recharge for the rest of their activities.

### **2:30 3:00 Free Choice**

Reason: This gives children a soft reintroduction into school activities after their nap. This will also give them choices and options of what to play with and will engage them in imaginative play, and hands-on play, and encourage peer-to-peer interactions.

### **3:00- 3:30 PM Snack**

Reason: A healthy snack provides the necessary nutrients and energy to help children stay focused and active for the remainder of the day.

### **3:30-5:00 Outdoor Play (weather permitting) & Dismissal**

Reason: Outdoor play is essential for physical activity, social interaction, and exploration of nature. Outdoor play into dismissal allows for a smooth transition from childcare to home

- \* Create a structured daily schedule that includes a variety of activities, such as playtime, learning, meals, and rest periods.
- \* The schedule should be flexible enough to accommodate individual needs and interests.
- \* Communicate the daily schedule to parents so they know what to expect for their child's day.

## **6. Guidance and Discipline Policy:**

- \* Develop a positive guidance and discipline policy that promotes respectful and age-appropriate behavior.
- \* Focus on teaching children problem-solving skills, conflict resolution, and self-control.
- \* Clearly communicate the discipline policy to parents and ensure consistent implementation.

## **Guidance and Discipline Plan for Childcare Facility**

### **I. Introduction**

- \* Purpose of the Plan: To establish clear and consistent guidance and discipline practices that support the developmental needs of children and uphold the professional standards of our facility.
- \* To ensure the appropriate development of the children in our care, it is essential that we all follow our facility guidelines.
- \* Scope: This plan applies to all staff, children, and families associated with the childcare facility.

## **II. Philosophy and Goals**

- \* Our Approach: We believe in using positive guidance techniques that encourage self-control, self-direction, self-esteem, and cooperation.
- \* We are committed to caring for and supporting all the children in our care to the best of our ability.
- \* Goals:
  - \* To provide a safe and nurturing environment for all children.
  - \* To create a homelike environment that includes enjoyable activities, self-directed play, and learning.
  - \* To foster a community of respect and kindness.
  - \* To model respectful behavior by treating children equally, communicating effectively, and actively listening to them.
  - \* To guide children in developing social skills and understanding the consequences of their actions.
  - \* To respectfully redirect children, helping them understand what was wrong without yelling, ensuring they understand the reasons behind the correction.

## **III. Staff Training and Responsibilities**

- \* Training: All staff members will receive training on positive behavior management techniques and the specifics of this guidance and discipline plan.
- \* Responsibilities: Staff are responsible for consistently implementing the plan and communicating with parents about their child's behavior when necessary.
- \* We will ensure a safe environment where staff can communicate with parents regarding necessary matters or issues about their children, while ensuring the privacy of our students.

## **IV. Rules and Expectations**

- \* Feedback: Staff and parents are encouraged to provide feedback on the plan's effectiveness.

## **X. Compliance with State Regulations**

- \* Adherence to Regulations: This plan complies with the Oregon Department of Early Learning and Care's regulations on guidance and discipline.

\* Documentation: All staff will have access to the state's rules, and this plan will be available for review by the licensing specialist.

## **XI. Conclusion**

\* Commitment: Our childcare facility is committed to providing a positive learning environment where children can grow and thrive.

\* We strive to provide the best care and a positive learning environment where children can truly be themselves. We aim to create a homelike setting with engaging toys and materials where families can enjoy quality time playing with their children, fostering a sense of togetherness. Our goal is to make everyone feel like family, including teachers and classmates. Additionally, we prioritize ensuring that students feel comfortable, can freely express themselves, and receive both physical and emotional support.

This plan is a starting point and should be tailored to the specific needs and circumstances of your childcare facility. It's important to consult with Oregon's child care licensing regulations to ensure full compliance. Remember to involve all stakeholders in the development and implementation of your guidance and discipline plan to ensure its success.