Tamarak LLC

Hayden Early Learning Center

Parent Handbook

Last Revised 10/27/2026

Hayden Early Learning Center

2537 5th Street Springfield, OR 97477

541-844-9665

Director: Sierra Goertel

haydenelc@tamarakllc.org

Center Capacity: 50

6 weeks – 12 Years

CC503684

Owner: Tamara Goertel

541-228-1219

tamig@tamarakllc.org

Director/HR/Billing:

Sierra Goertel

541-999-4532

sierrag@tamarakllc.org

Ratios:

6 weeks – 23 months:

1:4 group of 8

24 months – 35 months:

1:5 group of 10

(Exception on license for 3:12 ratio)

36 months – 6 years:

1:10 group of 15

Administrations

Vision/Mission Statement

It is Hayden Early Learning Center's (ELC mission to provide high quality learning experiences that support individual growth for all children, while providing a positive nurturing beginning that fosters a life-long love of learning.

Education Philosophy

We believe that children experience the greatest growth when they feel secure and wanted. Therefore, we at Hayden ELC provide a warm, caring, comfortable and safe environment for our children. Together, we establish routines that are predictable and consistent. All children are treated with gentleness, honesty, and respect. We encourage them to treat others in this manner. Our classrooms cultivate an inclusive, unbiased atmosphere where children and parents are encouraged to challenge their individual paradigms and subsequently see society through a lens that celebrates diversity of thought and culture. We believe that children of all ability levels are entitled to the same opportunities for participation, acceptance and belonging. We make every reasonable accommodation to encourage full and active participation of all children in our program based on their individual capabilities and needs.

We are committed to children's learning and believe that educators are important role models. Therefore, we hire staff with knowledge in early childhood development and that can role model appropriate behavior in our classrooms. We maintain an atmosphere where children feel comfortable and confident, we use constructive guidance and positive reinforcement. We feel it is also necessary to establish and clearly define reasonable limits with logical consequences. The children are encouraged to take ownership in shaping our classroom dynamics through openly sharing their work, ideas and personalities which will enrich their peers and foster their intellectual development.

Hayden ELC advocates open communication with parents, for they ultimately play the most vital role in their child's intellectual development. As much as we love to care for and guide children, we believe that parents should also be encouraged to be active participants in their children's education. Parents and teachers share a common priority: providing the best that they possibly can for the child. Working together, we believe that optimum development will be obtained.

Hours of Operation / Closures

Hayden ELC is open year around, from 7:00 am to 5:30 pm Monday through Friday. We have morning half days, full day, or partial week options. Because we do not offer a 1/2-day pm option, we do not accept any children arriving after 10:30 am. The center will be closed the following days; New Year Day, Spring Break 1-week (follow local school district schedule), Memorial Day, 4th of July, Labor Day, Thanksgiving and the Friday following, and Winter Break 1-week (Dec 24th - Jan 1st). We are also closed for 2 full day teacher in-service days on the last Friday of June and September, and we close early @ 3:00 on the first Friday of January and April for a teacher in-service meeting.

In the event of hazardous weather conditions (icy roads, snow, power outages, any emergency that could close our facility), Hayden ELC follows the Springfield School District Schedule. The directors will try their hardest to inform parents about any closure through the Brightwheel App. Sometimes if phone lines and Internet are down, this is not an option. Families can always access this information by listen to your local radio and television stations, or go the Springfield School District website, **www.springfield.k12.or.us/weather**. Please remember if the Springfield School District is on a 2hour delay, Hayden ELC will be on a 3-hour delay and will not open until 10:00 a.m.

Billing/Tuition/Enrollment Deposit/Late Pick-Up Charges

Hayden ELC monthly bill is due by the 12th of the month at current DHS rates (see rate chart, top right corner). There is an early payment discount for families who choose to pay by ACH/Debit/Credit/Cash/Check when payment is made between the 1st – 5th (see rates chart), a 5% fee will be added to that rate if

paid between the 6th – 11th. If payment is received on the 12th - 15th you will be billed at full DHS rates. If payment is not made by the 15th of the month, you will receive a 10% late charge and your families' services may be discontinued. Families can pay through the Brightwheel App, by cash, check, or money order. Checks can be made out to Tamarak LLC or Hayden ELC. If you have any questions about billing you can contact Sierra, by email or phone sierrag@tamarakllc.org, 541-999-4532.

- Brightwheel fees for billing: Fees for Automatic Bank Transfers (AH): 0.6% – with a new minimum fee of $0.25 and maximum of $2 (up from $0.60 per transaction) and Fees for Credit/Debit Card: 2.95%

There will be a $36.00 fee if a check/ACH/credit/debit payments are returned for non-sufficient funds. There are no discounts for absences (sickness or vacation or any other closures. You will be billed for the times you scheduled your child in the classroom, regardless of the actual time used. Families with more than one child attending the center will receive a 5% discount off the oldest child's tuition. Please remember, there are no credits given or switchings of child care days for days missed due to sickness, absenteeism, or closures.

There is a one-time registration fee of $75.00 per child, and a $130.00 annual supply fee due in June and prorated at enrollment for new families. Every year there will/could be at least a 3% - 6% tuition increase. We require 50% of the expected first month's tuition, registration fee, and supply fee (prorated for new families as a deposit to hold a space. Upon enrollment, your deposit will be credited to the first month's tuition. Deposits are non-refundable. There is a $3.00 per minute per child late charge to any families that pick up their child after 5:30.

Withdrawal / Change of Schedule / Discontinuation of Enrollment

We require a 30-day advance written notice, regardless of the child's attendance. Tuition will be charged at the rate of the original schedule for 30 days after submitting written notice of withdrawal. We require a 30 day notice for changes to a child's schedule.

We reserve the right to terminate services for any reason and at any time for delinquency in payment of fees, or inability of the child or family to comply with the center's policies and procedures, or if we find that a child's developmental placement in our classrooms is not a good fit. The executive director/owner makes the final decision about matters of enrollment.

Photographs/Video/Cell Phone

Hayden ELC staff take pictures of the children participating in our program daily. Many of these photos may appear on the classroom walls, sent home with the child and in our newsletters. We will not use any child's photo for external publicity without parent's permission. Parents are not allowed to take photos or videos of any child while on our property. Hayden ELC are not responsible for photos/video posted on social media by others.

We ask that parents leave their cell phone in their vehicle at drop off and pick up times. Please do not walk into the classroom while on your cell phone or answer your cell phone when in the center. This is disruptive to the classroom environment.

Open Door Policy

We are delighted to have family members participate in our program. Parents/Guardians are welcome to visit the program any time during regular program hours. The infant room welcomes parents/guardians to nurse and feed their infants.

Open Door Policy does not mean the doors will be unlocked. For the safety and protection of the children, external doors will be kept always locked. We ask families to not give the door code to anyone on their pick up or emergency pick up list. We do not want anyone walking through our doors we do not know and must ID anyone on the pick up list at the door.

Child safety is very important to us: Please remember to not let your children put in the door codes or open any classroom doors or entry doors when you arrive or leave for the day. Adults are the only one allowed to open doors in our center.

Our team will always do their best to speak with families. Since staff days are devoted to caring for children, it is usually not feasible to have a long discussion during regular program hours. If a situation requires a longer discussion, kindly arrange for an appointment.

Visitors

Any visitor that enters the property of Hayden ELC and does not have a current Central Background Registry may never have unsupervised access to children. When a visitor arrives, they must sign in on the visitor log, located in the entry way. Parents dropping off or picking up do not need to sign in and out on the visitor log. All visitors, if they are around children, will always be supervised by an employee of the center. If any emergency was to occur while visitors are on site, at no time will the visitor be allowed unsupervised access to children. Center staff will ask the visitor to leave the premises, so the staff can assist children during the emergency. Prior to the visitor leaving the premises, they must sign out on the visitor log.

Volunteers

Studies show that when parents are active participants in their children's education, children do better in school. For this reason, we ask staff to encourage all parents to spend time volunteering at the center. Volunteer time may be spent helping in the classroom, preparing materials, cleaning, yard work or other light maintenance, etc. We encourage families to share their special knowledge and experiences with the class in the form of art projects, collections, dance, and music lessons, etc. If a parent would like to spend some time in their child's classroom, please inform the director.

At no time will any volunteer that does not have a current Central Background Registration (CBR be allowed to be alone with a child, be out of sight and sound of classroom staff, nor will they ever be counted in the classroom ratio. These volunteers are not allowed to enforce any type of child guidance for difficult behaviors, no changing of diapers or pull-ups, or assist in bathroom in any capacity.

If a volunteer has a current Central Background Registry (CBR and has completed all required safety set training, they may count in ratio and qualify as an aide I, aide II, or teacher. All volunteers will be under constant supervision of the staff. All volunteers at the center must sign in and out at arrival and departure on the visitor attendance form located in the center's entry way.

Conditional Enrollment in the Central Background Registry

If an employee is conditionally enrolled in the Central Background Registry (CBR, that staff must always be supervised by a teacher until we have confirmation that the CBR enrollment is current.

Adult Behavior

For the safety and well-being of the children and staff of Hayden ELC, it is imperative that we establish parameters for appropriate behavior, not only of the children we serve, but also of the adults who accompany them, and Hayden ELC Employees. If a teacher/parent/guardian or other adult displays inappropriate, disruptive or hazardous behaviors while on/off school grounds, the director may suspend staff for the day without pay or terminate employment, withdraw permission for the offending individual to visit the school, and has the option of removing his/her family from enrollment at Hayden ELC. Admin_Documents_FormsFolder_Enrollment_ParentHandbook_10272026

- **Disruptive behavior** is inappropriate behavior that interferes with the functioning and flow of the workplace. It hinders or prevents the faculty and staff members from carrying out their professional responsibilities. It is important that faculty, managers, and supervisors address disruptive behavior promptly. If left unaddressed, disruptive behavior typically continues to escalate, resulting in negative consequences for the individual as well as others. Examples include yelling or using loud voice, profanity, waving arms or fists, or verbally abusing others, discussing work or personal issue in front of children.
- **Threatening behavior** includes physical actions short of actual contact/injury (e.g., moving closer aggressively), general oral or written threats to people or property ("You better watch your back" or "I'll get you") as well as implicit threats ("You'll be sorry" or "This isn't over").
- **Violent Behavior** includes any physical assault, with or without weapons; behavior that a reasonable person would interpret as being potentially violent (e.g., throwing things, pounding on a desk or door, or destroying property), or specific threats to inflict physical harm (e.g., a threat to shoot a named individual).

Tobacco, Alcohol, & Drug

Tobacco, alcohol, and drugs are not allowed on Hayden ELC property. Employees and parents may not be under the influence of any drugs or alcohol while on Hayden ELC property. If you are a cigarette smoker or e-cigarettes, you must be off Hayden ELC property and out of sight of children and families when smoking. You may not enter the building smelling of smoke. Please take care of personal hygiene for cigarette smoke smell prior to re-entering the building. You will be terminated from employment or dis-enrolled from our facility if this policy is violated. Our classroom curriculum teaches children that these items are harmful to healthy development. If you need assistance with finding helpful information on any of these topics, please see the center director.

Right to Refuse Child Release

We may refuse to release children if we have reasonable cause to suspect that any person picking up a child is under the influence of drugs or alcohol or is physically or emotionally impaired in any way that may endanger the child. To protect your child, we may request that another adult be listed as an Emergency and Release Contact pick-up the child or we may call the police to prevent potential harm to your child. Reoccurring situations may result in the release of your child from the program.

Mandated Child Abuse Reporting

Oregon state law mandates that workers in certain professions must make reports if they have reasonable cause to suspect abuse or neglect. These people are called mandatory reporters, and they are a crucial link in the system to protect Oregon's most vulnerable citizens. We are a mandatory reporter, and we must report suspected abuse or neglect of a child regardless of whether the knowledge of the abuse was gained in the reporter's official capacity. In other words, we are required to report abuse and/or neglect of a child 24 hours per day, seven days per week and the report must be made immediately. This requirement applies whether you observed the abuse or neglect during your work activities or on our personal time.

If any employees of Tamarak LLC suspect a child under the age of 18 is being abused or neglected, they are required by law to report the abuse to local authorities: Oregon Child Abuse Hotline (ORCAH 1-855-503-SAFE (7233 or the Lane County Sheriff's Office at 1-541-682-4150.

Concerns & Complaints

One of our goals at Hayden ELC is to work as a team to meet every need of your child. If families have any educational questions, you are encouraged to contact your classroom teacher. You may contact your child's classroom teacher through the Brightwheel App., or you can talk with them at drop-off or pick-up. If you need to discuss concerns about your child or the center, please contact the director; Haydenelc@tamarakllc.org. If there are any billing issues, please email Sierra @ Sgoertel@tamarakllc.org. If you need to contact the owner, please email her at tamig@tamarakllc.org.

All inspection reports and current Child Care Licensing Division Rules & Regulations are located on the Parent Board in the entry way of each center for your viewing. If you would like to access public information regarding our licensed center or if you have concerns that the facility does not meet state licensing standards, you are encouraged to call the Child Care Licensing Division at 1-800-556-6616 or access their child care safety portal website, https://oregonearlylearning.com.

Education

Inclusion

Hayden ELC believes that children of all ability levels are entitled to the same opportunities for participation, acceptance and belonging in child care. We will make every reasonable accommodation to encourage full and active participation of all children in our program based on their individual capabilities and needs.

Non-Discrimination

At Hayden ELC, equal educational opportunities are available for all children, without regard to race, color, creed, national origin, gender, age, ethnicity, religion, disability, or parent/provider political beliefs, marital status, sexual orientation or special needs, or any other consideration made unlawful by federal, state or local laws. Educational programs are designed to meet the varying needs of all students.

Multiculturalism

Multiculturalism is vital for all children because it sets social goals and promotes respect for all people and the environment we inhabit. We utilize books, music, games, and a wide range of activities as aids to teach our children respect for our world and the diversity of life upon it.

Classroom Options

- **Infant Classroom (6 weeks – 10/18 months):** The seeds classroom is an authentically pleasing and peaceful environment. There is an area for the youngest babies to lay on the floor on a soft quilt, have tummy time, they will have access to mirrors at floor level, mobiles to observe, and objects to grasp; balls and rolling toys to reach for by creeping; and rattles and objects to hold, shake, bang, and mouth. We follow safe-sleep practices, and each child has their own crib/pack-n-play to sleep in.

- **Wobbler Classroom (10 months – 24/30 months):** The seedlings classroom is an authentically pleasing environment. Movement is critical to brain development- with the same importance to growth and development as proper nutrition! We also include a stair with low steps and a railing for use by children who are beginning to crawl and walk. There is furniture placed around the room which young children can pull themselves up. We also supply walking wagons, in which little ones can hold onto and push before they can take steps on their own. There is plenty of push and pull toys to take along when they do begin to walk on their own. The room is kept comfortably warm and cozy, which allows children to spend time in comfortable clothing that does not inhibit their freedom of movement. The classroom contains several low shelves with fine-motor activities such as puzzles, bead-stringing, rings on posts, pegboards with large pegs, object permanence activities, and various containers to open and close and fill and empty. We recommend the same type of activities at home for children under 24 months.

- **Toddler Classroom (24 months – 36/42 months):** At this age children begin to develop a new awareness of themselves as separate, unique beings. This is a wondrous, but often frustrating time of life because they understand their actions and words but are not yet able to just do whatever they would

like. Aggression, such as pushing, hitting, and biting is somewhat common but it is typically outgrown as the child matures and gains speech as well as other techniques for conflict resolution and coping. We use words that acknowledge this frustration rather than judge the child or the behavior. Because they do not yet have the self-control to "obey" and do whatever is expected of them always, the adults, instead of disciplining, supervise and offer constructive, alternative, activities that allow for the child to express himself in a more productive manner.

- **Preschool Classroom (36 months – Kinder):** This age of child possesses an extraordinary ability to absorb information from his or her surroundings, they have a "the absorbent mind." The children use all their senses when they explore their environment, readily picking up language and culture. The motto for this age group: "Help me to do it myself." Development during this period focuses on learning to be independent. Their environment will support this natural drive, enabling the child to become competent and confident. Our approach embraces the full development of the youngster, addressing all aspects (physical, social, emotional, and cognitive) of the child.

Consistent Care

Consistent, dependable relationships are the foundation of children's secure attachment to adults in their lives. Tamarak LLC engages in high-quality early learning experiences through consistent and stable relationships with predictable caregivers who are sensitive and responsive to a child's signals and needs. This will encourage children to form strong attachments with their teachers which will allow the children to build trust, familiarity with their surroundings, a sense of security, and the knowledge that they are in good hands.

Our consistent environments allow children to thrive, learn, and build the skills they need for future success while also giving the teachers opportunities to deepen relationships with families. We schedule our teaching staff to work four 10-hour days so they can great families at drop-off and pick-up. Each classroom has at least one primary teacher and two to three support teachers that work the same day or the opposite days because of their four-day work week. These teachers are responsibility for assuring that the group of children receive the care they need. Having this consistency with the primary teacher and support teachers helps foster understanding of each child's individual needs, preferences, and behaviors, which helps them provide personalized care and guidance.

Much of the week all our classroom exceeds licensing standards for group size and child to staff ratio in the morning between 7:00am – 8:30am and in the afternoon between 4:30pm – 5:30pm. This is due to all our employees work from 7:00am to 5:30pm and families arrive between 7:00am – 9:00am and pick up between 3:30pm-5:30pm. Other days we have low child counts in our classrooms due to family's child care needs; this contributes to low group number in a classroom which offers a lower child to teacher ratio.

Curriculums

We provide a rich learning environment with curricula that are developmentally appropriate to the specific ages in each classroom. We have a flexible daily routine that allows children to advance at their own pace. We strongly believe that learning happens through play. Learning and exploring are hands-on and are facilitated through interest areas. Our program is designed to enhance children's development in the following areas: creativity, self-expression, decision-making, problem-solving, responsibility, independence, and reasoning. We encourage openness to that which is different from us, and the ability to work and play with others. Here are a list of different curriculums we use in our program.

- ✓ ***The Creative Curriculum for Infants, Toddlers, and Preschool 5th Edition***

  We use *The Creative Curriculum, 5th Edition* as our main curriculum. Teachers use the five volumes as a "blueprint" for their weekly curriculum planning and implementation. It offers guidance for teachers in how best to help children meet the Objectives for Development and Learning. It's an environmentally based approach that rests on a foundation of research and theory. In addition to describing a developmentally appropriate environment for infants, toddlers,

and preschool children, the curriculum identifies the role of the teacher in connecting content, teaching, and learning in ways that are fun and meaningful for the children (and hopefully for teachers, too).
The Creative Curriculum system is designed for infancy through third grade. It uses the latest child development theory and research as the basis for defining the practices that lead to effective teaching and meet the needs of all children. The Toddler and Preschool classroom environments have 11 Interest Areas: Blocks, Dramatic Play, Toys and Games, Art, Literacy, Discovery, Sand and Water, Music and Movement, Cooking, Computers, and Outdoors.

The Creative Curriculum focuses on 10 learning domains: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, & English Language Acquisition. Within all the learning domains there are 38 research-based objectives that are at the heart of everything we do, and they define the path teachers take with the children in their classroom. These objectives enable teachers to see children's development and learning along a progression across the whole of the early childhood years. These objectives inform every aspect of teaching, include predictors of school success, and are aligned with the state early learning guidelines.

We enjoy this curriculum because it improves our program quality, promotes positive teacher-child interactions, and leads to positive outcomes for all the children.

- ✓ ***Second Step Social-Emotional Skills for Early Learning Curriculum Kit***

Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.
The *Second Step* program increases kids' school success and decreases problem behaviors by teaching them skills for learning—such as paying attention, listening, and sitting still—as well as how to manage their emotions, solve problems, and make friends. All these skills help prepare kids for kindergarten and to be more successful in school and in life.

- ✓ ***I Am Moving, I Am Learning***

- ✓ I Am Moving, I Am Learning provides an approach to addressing childhood obesity. It features strategies and resources for integrating and incorporating movement and healthy nutrition choices within the existing curriculum. The three primary Goals and Objectives include: Goal One – Increase the quantity of time spent in moderate to vigorous physical activity during the daily routine to meet national guidelines for physical activity; Goal Two – Improve the quality of structured movement experiences intentionally facilitated by teachers and adults; Goal Three – Improve healthy nutrition choices for children every day.

- ✓ ***Cavity Free Kids***

  Oral health is a critical yet often overlooked part of overall health. The Cavity Free Kids curriculum is used on an ongoing basis throughout the school year. It includes components devoted to classroom activities.

- ✓ ***I Love My Teeth***

  An innovative oral health curriculum enhancement unlike any other! Features 11 song modules and our health hero, Choosy, to help you take children on an active and engaging exploration of oral health themes. Includes unique classroom activities; award-winning music and lyrics; interactive, quality questions for supporting conversations; and family engagement activities to support healthy oral health behaviors at home for the whole family.

- ✓ ***Grow It, Try It, Like It***

  Grow It, Try It, Like It! Fun with Fruits and Vegetables is designed to help teachers provide garden-based nutrition education for children ages 3 through 5 years old. Through the activities, children touch, smell, feel, and taste new fruits and vegetables. Children also learn how fruits and vegetables grow. Planting activities help children connect the delicious food choices at the table with the farm, orchard, and our center's garden.

- ✓ ***Eat Play Grow***

  Eat Play Grow is a new health educational curriculum created through an innovative public-private partnership between the National Institutes of Health (NIH) and the Children's Museum of Manhattan (CMOM). The *EatPlayGrow* curriculum combines the latest science and research from the NIH with CMOM's creative educational approach to teach children ages 2-5 how to make healthy nutrition and physical activity choices. *EatPlayGrow*'s interactive and engaging lessons incorporate artmaking, storytelling, music and movement activities into fun, hands-on educational lessons about the importance of making positive choices in areas that most affect health: nutrition and physical activity.

Child Guidance Policy

Hayden Early Learning Center believes that young children learn best in an environment where they feel safe, respected, supported, and connected to their caregivers.

Our approach to guidance focuses on helping children gradually develop the social and emotional skills necessary to manage emotions, communicate needs, solve problems, build positive relationships, and develop self-control.

We recognize that challenging behaviors are a normal part of child development and that children develop social and emotional skills at different rates. Guidance will be developmentally appropriate and responsive to the individual child, the circumstances, and the needs of the classroom.

Goals of Positive Guidance

Our goals are to help children: Develop positive self-esteem and confidence, Identify and appropriately express emotions, Develop self-regulation and self-control, Build healthy relationships with children and adults, Develop communication and problem-solving skills, Learn appropriate ways to resolve conflict, Develop empathy and respect for others, Understand reasonable and consistent limits,

Guidance Strategies

- Teachers use positive, developmentally appropriate guidance strategies, which may include:
- Establishing clear, simple, and consistent expectations
- Modeling appropriate behavior
- Using positive language and reinforcement
- Redirecting children toward appropriate activities
- Helping children identify and communicate their feelings
- Supporting children during peer interactions and conflicts
- Teaching communication and problem-solving skills
- Providing choices when developmentally appropriate
- Adjusting activities, routines, or the environment when appropriate
- Helping children calm and regulate their emotions with adult support
- Using natural and developmentally appropriate consequences directly related to the child's behavior

Guidance strategies will vary depending on the child's age, developmental level, individual needs, and circumstances.

Prohibited Discipline

Hayden ELC does not use physical punishment, humiliation, intimidation, threats, harsh or abusive language, withholding of basic needs, or other forms of prohibited discipline.

- Children will not be disciplined by withholding or forcing food, rest, toileting, or other basic needs.
- Children will not be isolated in a locked, closed, darkened, or otherwise inappropriate space as punishment.
- Children will not be required to remain silent, inactive, or removed from classroom activities or their peers for excessive periods of time.
- Guidance will be respectful, developmentally appropriate, and focused on teaching children skills rather than punishing behavior.

Supporting Children With Ongoing Challenging Behaviors

When a child experiences ongoing difficulty participating safely or successfully in the classroom, teachers and the Director will work with the family to better understand the child's needs and develop appropriate supports.

This process may include:

- Reviewing when, where, and why behaviors are occurring
- Identifying possible triggers or patterns
- Adjusting classroom routines or the environment
- Increasing positive guidance and individual support
- Developing consistent strategies for home and school
- Creating an individualized behavior support plan when appropriate
- Consulting with appropriate early childhood, behavioral, developmental, or other specialists
- Connecting families with available community resources and support services

Families are expected to participate in the collaborative process and communicate information that may help Hayden ELC appropriately support their child. The goal of this process is to support the child's continued participation in the program whenever reasonably possible.

Parent/Guardian Conferences

If a child continues to experience significant behavioral challenges despite classroom support and redirection, the Director may schedule a meeting with the child's parent or guardian.

Together, the family and Hayden ELC may develop a written Positive Behavioral Intervention and Support Plan (PBIS) or other individualized support plan.

The plan may identify:

- Behaviors or concerns being addressed
- Possible triggers or contributing factors
- Prevention strategies
- Positive guidance strategies
- Ways to help the child regulate emotions
- Safety strategies
- Strategies that can be used consistently at home and at Hayden ELC
- Outside resources or professional supports that may be beneficial
- A timeline for reviewing the child's progress

The plan may be modified as additional information becomes available or the child's needs change.

Behaviors Requiring Immediate Safety Intervention

If a child's behavior creates an immediate safety risk to the child, other children, or staff, teachers will first focus on keeping everyone safe.

Examples may include:

- Hitting, kicking, biting, or other significant physical aggression
- Throwing objects in a manner that could cause injury
- Running from staff or attempting to leave a supervised area
- Dangerous climbing or other actions creating an immediate risk of injury
- Significant destruction that creates a safety hazard
- Other behaviors that present an immediate threat to the safety of the child or others

Staff may move other children away from the situation, remove unsafe objects, reduce stimulation, redirect the child to a safer area, or use other developmentally appropriate safety strategies.

When necessary for safety, the parent/guardian will be contacted to pick up the child from care.

Physical Restraint

Physical restraint is not used as punishment or as a routine behavior-management technique.

Physical restraint may only be used when a child's safety or the safety of another person is threatened and must be limited to the minimum intervention and amount of time necessary to address the immediate safety concern.

Any physical restraint must be developmentally appropriate and performed in accordance with applicable Oregon childcare licensing requirements and Hayden ELC procedures.

When physical restraint is used, the incident will be documented, and all required parent/guardian and licensing notifications will be completed.

If physical restraint is used more than once for a child, Hayden ELC will follow applicable licensing requirements regarding additional planning, consultation, documentation, and notification.

Temporary Safety-Based Interventions

There may be circumstances in which a child's behavior presents an immediate safety concern and temporary changes to the child's participation are necessary to protect the child or others.

Any safety-based intervention will be handled in accordance with applicable Oregon childcare licensing requirements. The Director will communicate with the child's family regarding the incident, immediate safety concerns, and next steps.

Hayden ELC will work collaboratively with the family and appropriate support resources to identify strategies intended to allow the child to safely and successfully participate in care.

Suspension & Expulsion Prevention

Hayden ELC is committed to preventing the suspension or expulsion of young children from early childhood care whenever possible.

When a child is experiencing significant or persistent behavioral challenges that may place the child's continued enrollment at risk, Hayden ELC will work with the family to identify reasonable supports, interventions, and available resources. The Director will follow applicable Oregon requirements regarding consultation with Every Child Belongs (EBC) program and other required suspension and expulsion prevention procedures. Hayden ELC will consider the child's individual developmental, behavioral, medical, disability-related, and other relevant needs when determining appropriate support.

A child's enrollment will not be discontinued solely because a child exhibits challenging behavior without first following applicable suspension and expulsion prevention requirements. Nothing in this policy prevents Hayden ELC from taking immediate, temporary action when necessary to address an imminent safety concern, provided the action is consistent with applicable licensing requirements.

Family Partnership

Families are an essential part of successfully supporting children's social and emotional development.

Hayden ELC asks families to communicate openly with the Director and teachers regarding changes, concerns, evaluations, services, or other information that may affect their child's behavior or ability to participate successfully in the classroom.

Likewise, Hayden ELC will communicate concerns with families and work collaboratively to identify appropriate strategies and supports.

Our goal is to provide each child with a safe, supportive, and developmentally appropriate early learning experience while maintaining the safety and well-being of all children and staff.

Daily Communications / Emails

We require families to provide a valid email address and phone number that you use regularly so that we may send you Brightwheel communication, announcements, event invitations, newsletters and general program updates. Parents are required to download the Brightwheel app to receive daily communication about your child's daily activities, experiences at the center, and communication between parents and staff.

Bulletin Boards

Bulletin boards are located throughout the center, these boards provide center news, upcoming events, faculty changes, holiday closing dates, announcements, etc.

- Licensing Board (located at entry of building): License, SPARK Rating, Center Notice, Inspections, Water Tests, Child Labor Law, Rules and Regulations,Closures, Notice of Restrictable Disease, Guidance Plan
- Parent Resource (Located at entry of building): Community resource guide, community events
- Classroom Policy Board (located by entry door in each classroom): daily schedule, lesson plans, ratio/group size, nap mats chart and guidance, emergencynumbers.

Newsletters

The center will send out a monthly newsletter in the Brightwheel App to provide center and classroom news, events, announcements, etc.

Child Assessments / ASQ

The staff at Hayden ELC will complete ongoing evaluations, observations, and assessments using the Ages and Stages Questionnaire up to 60 months of age. These assessments help teachers develop their daily curriculum while meeting each child's individual growth. Assessments will be complete within the first 45 days of attendance and every year thereafter. Once complete, the teachers will review the screening with parents and discuss their child's developmental goals using the Progress and Action Plan.

Conferences

Parent conferences are scheduled as needed for each individual child. These times are set aside for discussing your child's goals and discussing important information about your child's success, both at school and home. We also encourage communication between parents and teachers throughout the year. Please be mindful, however, that our teachers are responsible for the children during school hours. We would appreciate it if you scheduled a conference time before or after the teacher's classroom work schedule.

Arrival and Departure Procedures

All children must be escorted to and from their classroom by the parent/guardian and acknowledged by the teacher when they arrive and before parents/guardian can leave. It is extremely important that your family arrives and departs at the times they are scheduled. Staff are required to enforce strict staff-to-child ratios for each classroom, and we will deny entry to any family that is early if we do not have the available staff to stay in compliance with state requirements. We do not offer an afternoon 1/2-day option, so we do not allow children to arrive after 10:30 am.

Each time a child arrives or departs from a classroom, teachers are required to record the child's arrival and/or departure time on the daily attendance form and in the Brightwheel app on the classroom tablet. All attendance forms are in the black binder near the entry door.

When parents arrive to drop off or pick up your child, we ask that they spend 5–15 minutes transitioning their child. The morning transition is one of the most important times of the day. A positive transition will set a child up for success for the rest of their early learning day! When you/we feel that the child is comfortable in the classroom, the parent may leave. Please never allow parents to sneak out of the classroom because they are afraid their child will cry; we want the children to be reassured and develop the understanding that their loved one will be back for them. Please, make the parents always say good-bye to their child, we do not want to install a fear of abandonment. Here are a few ideas for parents/guardians when transitioning a child at the beginning, and at the end of their day: Let them show their favorite toy/classroom area, sit and read a story together, let them show their artwork, complete a puzzle together, let them introduce their friends, or draw a picture together.

Anyone picking up a child must be authorized by the parent or guardian. Parents must list first and last names of any adult authorized to pick up the child on the Enrollment Form. All staff are required to ask for picture ID to confirm parent authorization. Those deemed to be unauthorized will not be permitted to take the child unless the parent is contacted, the arrangement is confirmed with the Director, and a Parent Authorization Form (CCLD Form) is completed. Parents and legal guardians are the only ones allowed to have the code to the center doors. Please do not give the code to any authorized adults you have allowed to pick up children. Staff must check their ID before entering our premises. There is a $3.00 per minute per child late charge to any families that pick up their child after 5:30.

Classroom teachers are required to acknowledge each parent/guardian/authorized adult that enters their classroom. Teachers will inform parents about how successful their child's day was, discuss any information provided through Brightwheel App (child's daily report), discuss Injury reports, remind parents to check the child's take-home box, and will remind parents if there are dirty clothes hanging in the cubby area to take home.

Arrival/Departure Parking & Entry

- ✓ Families are encouraged to use our parking area as a one-way entry. Enter closest to the intersection light and depart out the side that has the garbage and recycling cans. Please pull all the way forward as far as you can when you arrive, this gives other families a place to park while dropping off or picking up children. If you plan to stay longer than 3-5 minutes, please park on the road so parents are not waiting behind you to get out.
- ✓ Infants and wobbler children go through the main door with the steps. Preschool and pre-k children go through their door at the other end of the building. Toddler children: Between 7:00am – 8:00am and 4:30pm – 5:30pm, enter through the preschool door, from 8:00am and 4:30pm please enter through the first door of the building.

Early Arrival & Late Pick Up

- ✓ **Early Arrivals:** Please make advance arrangements if you need childcare prior to your pre-arranged schedule. State Licensing regulations are clear on adult/ child ratio, and we always follow state licensing regulations. Parents who plan to leave a child at an unscheduled time may be disappointed to learn that the child may not be accepted. If additional hours are needed, please call as early as possible to check if there is space available.
- ✓ **Late Pick Up:** The center understands that unforeseen emergencies or circumstances may occasionally prevent a family member from picking their child up on time. However, family members that are late inconvenience the center's staff as well as affecting staffing ratio in classrooms. It also puts staff in the position of possibly having to work past their scheduled shift, which affects their personal life. Consequently, parents will be charged a fee of $3.00 per minute per child if you arrive late. If you are delayed due to an emergency and are going to be late picking up your child, please call the center. If a child is still at the center after closing and we have not heard from the parents/guardians, we will begin calling the child's emergency contacts.

Holiday Events

Our holiday policy encourages an enhanced understanding of and respect for different cultures and beliefs of children, families, staff and community.
This is a list of the celebrations/holiday parties we celebrate at our centers. If a family has a holiday or event they would like to share with our center, please contact your classroom teacher or director. At no time do we discuss any religious aspect of the holiday or celebration. During our events, the children will eat their normal pm snack and then decorate and eat a cookie, cupcake, or popsicle/ice cream after eating a snack. Some holidays we allow families to participate, but this is up to teachers.

Valentines Day	St. Patrick's Day	Easter
Cinco De Mayo	Mother's Day	Father's Day
4th of July	Graduation Party	Halloween
Thanksgiving	Christmas	Birthdays

Screen Time/Electronic Media
Our normal daily routine does not include screen time/electronic media. This includes items such as Smart Watches, Cellphones, Tablets, Nintendo Switches, etc. We have extremely limited screen time for computers and/or TVs. These items are only permitted for educational purposes and special occasions but must have prior approval by the sight director. Screen use is limited in duration and not used more than 2.5 hours per week in any classroom.

Rest Time

The infants (on demand), wobbler, toddler, and preschool classroom's each have a rest time built into their classroom schedule. Teachers will follow the classroom Mat Chart, located on the Classroom Policy Board. The Mat Chart will guide teachers where children lay during rest time and a description of what helps each child rest/sleep.

Cribs and pack-n-play mattresses will be covered with a waterproof mattress pad and tight-fitting sheet and labeled with the occupying child's name, no other items will be placed in a crib, or pack-n-play. Infants will be placed in a sleep-sac and **will not be allowed** to have a blanket or any other items in the crib, except pacifier. All infants will be placed on their backs to sleep. Once the child can roll over on their own, they may sleep on their tummy. All children will always be in the view of teachers to monitor their sleep.

Mats will be covered with a fitted sheet and a parent provided blanket. Children are required to rest for at least 30 minutes. A variety of calming music will be played during rest time at a low sound level so that each child can be heard if they need assistance. All blinds will be closed during naps to help darken the room, but the room must stay light enough to see each child's face from across the classroom, your eyes should not have to adjust when entering the classroom. Teachers will rub/pat children's backs and foreheads to help children rest. If a child does not fall asleep after 30 minutes, they will be offered quite table activities that do not disturb the resting children (books, listening area, drawing, writing, play-dough, etc.) or if staffing permits, they will go outside for gross motor play.

Water Play

During the year we only use water for play in our water tables, or during hot summer months we use the sprinkler for the children to play in. At no time do we use any type of pool or wading pool.

Daily Schedule and Lesson Plans

The daily schedule is posted in the classroom and on our website for you to view. Lesson Plans are posted on the classroom policy board.

Neighborhood Walks/Outings

Hayden field trips/walks are age appropriate, fun for children, and extend the children's understanding of the world will be used as an extension of learning to give children the opportunity to explore, be active, and conduct field studies as part of the implementation of the curriculum.

The youngest children (infants, wobbler) will use the center's two quad strollers and a wagon for any walks in the neighborhood. The Toddler and Preschool classrooms can use quad strollers or walking rope for their neighborhood walks or trips to the neighborhood park.

At no time are staff permitted to be on or go across (south) Hayden Bridge Road. The staff always leave information in the classroom on when they leave the center, where they are going, when they plan to return, and a phone number on how they can be contacted.

Classroom Transitions

Transition is not just about the first day. It is a process that happens over time and continues until children form relationships, learn new routines, and feel a sense of connection and belong in the new setting. Positive transitions across early childhood have long-lasting benefits and help lay the foundation for future learning success.

The transition to a new learning environment usually brings changes to a child or young person's relationships, physical and social environments, and daily routines. Transitions also bring challenges and opportunities for social and emotional learning. While education transitions bring exciting opportunities, some children and their families can find these changes stressful.

The age of your child at enrollment will determine how many classrooms transitions he/she will make throughout their years within our program. Each classroom has an age group, and as your child begins to age out of his/her classroom, we will begin a transitional phase to help the child and teachers adapt and adjust to the change. This time of change provides opportunities to be responsive to the child and to your family as they move into, between and beyond early learning environments.

Our classroom groups provide the framework for us to support the development of healthy attachments between children and teachers. We offer flexibility for the age range of a classroom group and opportunities for overlapping age groups. This gives more control for children to be moved into a new group according to their developmental readiness. This offers an opportunity for teachers and families to make developmentally appropriate decisions in supporting a child's transition to the next classroom. When we look at transitions between classrooms, most children will move groups at their 1st, 2nd, 3rd, or 4th birthdays, while others may remain back int their room a bit longer if not developmentally ready to move.

Infants: 6 weeks – 10/18 months will begin their transitional phase into the wobbler classroom around 10 – 12 months old. Wobblers: 10 months – 24/30 months begin their transition into the toddler/young 3's classroom around 22 – 30 months. While Toddlers/young 3's: 24 months – 36/42 months begin their transition to the Preschool classroom around 34 - 42 months old. These transition phases start as short visits into the new classroom.

These visits will consist of circle time, free play, snacks, stories, outside, or a nap. As the child develops and enjoys their visits to the classroom, we will add more time, activities, or even full days.

For families with children transitioning to kindergarten in the fall, we will provide any local school district registration information we receive. The last day of services for children entering kindergarten is the 3rd Friday of August.

The teacher will begin talking to parents about these transitions at enrollment and/or as the child begins getting closer to that developmental group. Topics of discussion will include the different teachers they will work with, activities they will participate in, changes in mealtimes, changes in napping schedule, changes in their daily schedule, and any other topics/activities that are different from the classroom they are currently in.

Emergency Preparedness

Emergencies/Disasters - (Please view center emergency site plans on website, tamarakllc.org

Hayden ELC: In case of an emergency (fire, flood, earthquake, etc.), parents and/or emergency contacts will be notified by telephone and/or text. If it is necessary to evacuate the building, staff will follow emergency procedures and relocate to the front parking lot. If it is necessary to evacuate the location completely, Hayden ELC staff will safely accompany all children to the Church on the east side of the property. In the event of a total evacuation, parents will be required to pick up their children immediately.

Health

Allergies

Families are expected to notify us regarding children's food and environmental allergies. Families of children with diagnosed allergies are required to provide us a letter detailing the child's symptoms, reactions, treatments and care. If your child has any food allergies or special dietary needs, you will work with the site director on a specific Allergy Care Plan for your child. To make substitutions to our menus for a child with allergies, only certain items can be accommodated (such as an allergy to oranges- we can substitute another item). If your child cannot drink cow's milk, you will need to provide a substitute: soy milk, almond milk, etc. If your

child has multiple food allergies and/or an allergy to common ingredients (soy, egg, dairy, wheat, gluten) parents will be required to provide all snacks aqnd lunch for your child. Please note, there is no reimbursement or deductions for parents who provided food components.

Once the Allergy Care Plan is completed, the center director will complete an Allergy Alert for your child, and it will be posted in the kitchen where we prep snacks and each classroom your child may attend. The alerts that are posted in the classroom are in the food preparation area for everyone to see and follow. Both of our centers have an exception to a rule on our Licensing Certificate with the Child Care Learning Division to post the Allergy Alerts in public view.

Pacifier Policy

Tamarak LLC accepts the use of pacifiers in some classrooms under certain circumstances. Typically, once the child turns 1 or begins to show teeth we will begin assisting in the weaning process if this has not already occurred. The American Academy of Pediatrics and the American Academy of Family Physicians recommend weaning children from pacifiers in the second six months of life to prevent otitis media and other dental complications.

Pacifiers in the Classroom

- Children **under the age of one** may be offered a pacifier on sight if:
  - The child has a parent provided pacifier.
  - The child still suckles and has no visible teeth.
  - If the pacifier **may** be causing issues with breastfeeding/latching issues for a parent. (You may reduce use prior to no longer offering if under 6 months unless otherwise requested)
  - No visible mouth/ nose issues that may impede breathing.
  - Pacifiers will be designated to specific children and may not be shared. Once they fall on the floor or are touched by another child, they must be cleaned and sanitized and placed in their own storage container.
- Children **above the age of one** will only be offered a pacifier in our facility:
  - If the child used one previously before in our center
  - If the child is still weaning from pacifier use
  - The pacifier is parent provided (we will never provide one to a child over one)
  - Pacifiers are only used during rest times, and some transitional periods (gradually removing)
  - If the parents/guardians work with the childcare center to wean at home (if parents/guardians will not work on it at home or we see a major regression in care, we may request no pacifiers in daycare at all)
  - The child does not have a full set of teeth.

Health/Illness

We conduct a health check, as soon as possible, when each child enters the center each day. We look for skin rashes, elevated temperatures, itchy scalps, lethargy and changes from usual behavior. These are quick checks to protect the well-being of all children in the program. Please understand these are not a physical and do not substitute for proper routine pediatric care.

To protect all children, staff, and families, we urge parents to keep a child at home during the highly infectious first stages of a cold. If a child becomes ill at the center, staff are required by the Child Care Licensing Division to send that child home. Parents are expected to pick up their child within 30 minutes of the call.

Teachers are not responsible for deciding if a child needs to be sent home. If a teacher has a concern about a child's health, they must discuss the issue with the Director on site. The Director will follow the following guidelines and complete a Health/Wellness Checklist when deciding to send a child home for sickness. Teacher's will discuss the checklist with the parent, have the parents sign the checklist, and give them a copy of the Health/Wellness Checklist when they pick up their child.

Please be advised, we are not doctors, so, if you are using a doctor's note for clearance, the note must state that the child is not contagious. If the child is or was contagious, please inform the center what the child had with a doctor's note. This helps us notify other families of any contagious outbreak and hopefully will help stop the spread to others. Doctors' notes will not be approved if they do not follow state licensing health regulations.

Child must have one or more of the following symptoms:	**May return to school when:**
• Fever of 100.4 degrees F or over.	- May return after fever free for 24 hours without the aid of medication.
• Vomiting: At least 1 time where there is no explanation for the	- May return 48 hours after the last episode of vomiting or with clearance from doctor
• Diarrhea: 3 or more watery, bloody, or loose stools within 24	- May return 48 hours after diarrhea resolves or written clearance from doctor
• Severe or persistent cough	-May return after symptoms improve for 24 hours or written clearance from doctor
• Unusual yellow color of skin or eyes	- May return with written clearance from doctor.
• Difficulty breathing, abnormal wheezing	- May return after symptoms improve for 24 hours.
• Rash, open soars, wound discharging bodily fluids	- May return when rash is resolved, when soars and wounds are dry, written doctor note
• Uncharacteristic lethargy, decreased alertness, increased confusion, or a behavioral change that prevents active participation.	- May return when symptoms are resolved, return to normal irritability
• Eye lesions that are severe, weeping, or puss-filled	- May return after 24 hours of meds, symptoms resolve or written doctor note
• Complaints of severe pain	- May return after symptoms are improving.
• Stiff neck and headache with one or more of the symptoms listed above	

Medication

If a child needs to be administered medication while at the center, a medication form must be completed and signed by the parent and staff. Until we have all the required information, we may not administer any medication. All medication must be given to the director or teacher and placed in a gallon size zip lock bag. Non-prescription medication, such as Tylenol, cough medicine, etc., must be labeled with the child's name, and must include the instructions and dosage. Over the counter medications must also be kept in their original box and include the pharmacy label. We are prohibited from giving any more than the recommended dosage, by child's weight, as directed and printed on container label.

Sunscreen / Insect Repellent

During the spring and summer, parents are required to supply sunscreen with a SPF of at least 15%, so it is available for their children. We ask that you apply sunscreen in the morning before school. We will apply sunscreen to children 30 minutes prior to going outside, each time we go outside. The child's name must be labeled on the bottle. Each time the children have sunscreen applied; it is logged in our attendance book below the children's names by the teachers applying the sunscreen. Teachers will remind you verbally and through our Brightwheel app when we need more sunscreen for your child. If we must apply our sunscreen, there will be a $1.00 charge per application.

All parents are required to sign a consent form stating we may apply sunscreen to their child. If a parent checks the box to not want sunscreen to be applied, it is the parents' responsibility to provide a different alternative to help protect your child from the suns UV rays as we will not be liable for any sunburn your child receives due to you not providing sunscreen or sunscreen application. We do not apply sunscreen to children under 6 months of age, so please provide other forms of protection.

At no time do we use insect repellents at our centers.

Diaper Cream / Diapers / Wipes

Parents are responsible for supplying diaper cream, wipes and diapers for their child. Teachers will inform parents verbally and by Brightwheel app. when we begin getting low on your child's supply. Please be prompt in resupplying, we don't want your child to run out. If we must supply diapers and/or wipes, you will be charged $2 per use of products used and $1.00 per use of diaper cream. The fee will be due on the next day's arrival. All products supplied by parents will be labeled with the child's name and placed in their individual containers in the changing area.

Please see our website, tamarakllc.org, and read the policies and procedures around diaper changing, toileting, and hand-washing methods.

Nits & Head Lice

We have a no nit and/or head lice policy. Our goal is to keep our school free of head lice. Lice checks are conducted at our center periodically. If a child is found with lice/nits, the parent will be notified, and the child will be required to be picked up. The parents will be provided with written instructions for suggested treatment and prevention. Children will not be able to return to the center until all lice and nits have been removed.

Immunization

Immunizations are required by law for children in attendance at public and private schools, preschools, and childcare programs in Oregon. Nearly every place that provides care for a child outside the home requires shots or a medical or non-medical exception to stay enrolled. We must report immunization tracking on every child in our center to the Oregon Health Authority yearly. If your child is not current at the time we must report, you will receive information on the missing immunization. The state will send out notices by the end of January to the center and the families if their child is excluded from care in mid-February due to missing immunizations. Once the immunizations are up-to-date, and we have proof, we will allow the child back into care.

Immunizations are an excellent way to protect yourself and your family against many diseases. Age-appropriate immunization starts at birth and continues through adulthood, with special emphasis through age two.

The best place to receive your immunizations is through your primary doctor's office. If you haven't found a primary provider, your local county health department can help you get the vaccinations you need. If you and/or your child are uninsured, and under 19 years of age, ask your doctor or county health department about the Vaccines for Children (VFC) program. This program provides vaccines to eligible patients at a dramatically lower price. If you need help finding medical coverage for your child or yourself, visit www.Healthcare.gov or call 1-800-318-2596. If you need help finding a doctor or just have a general referral question, "211 Info" is a great place to start. Specializing in health and social service assistance, they can be reached at: http://211info.org/health/ or by dialing 2-1-1.

Parents or guardians may access their children's immunization record in several ways:

- Contact your child's medical provider. They can print a copy of your child's record for you.
- Talk to the staff of your child's previous or current school or daycare center. If you need a record for childcare or school attendance, the staff may be able to print a Certificate of Immunization Status form from the state immunization information system that will meet the requirement for an immunization record.

If neither of these provides the information you need, parents or guardians may request a copy of their child's record from the state immunization information system by downloading and completing the Parent, Guardian Record Request (pdf), then submitting per the instructions on the form.

Injury/Accident Reports/Medical Emergencies

Any time a child has an accident or receives a minor or serious injury, staff will complete an Injury Report. Parents will be informed of the injury through Brightwheel App., and at the time of pick-up and be required to sign the report. If the injury is serious in nature, parents will be notified immediately by phone and/ or text.

In a medical emergency or accident, staff will contact 911 first and then the parents. If it is impossible to reach either parent or should emergency treatment be required, the staff will still call 911. All medical expenses that occur are the responsibility of the parent/guardians. We require parents/guardians to give authorization to Tamarak LLC to contact your family physician, or local emergency room and to take whatever emergency medical procedures are deemed necessary for your child. Parents are required to keep us informed of any changes to address, phone number, email, and job contact information so that we can reach you in an emergency.

Nutrition

Nutrition

For children over 12 months of age, we will provide am and pm snacks, and lunch. All snacks and lunches will meet USDA standards, per State Early Learning Division Regulations. We provide balanced meals that encourage children to try new and unique foods that are packed full of vitamins. Any crackers, bread, etc. must be nutritious, low in sugar and rich in grain. We offer fresh fruits and vegetables prior to frozen or canned.

A morning snack will be provided at 8:30, lunch is provided at 11:30 & 12:00, and a pm snack will be provided at 3:00. Each snack will meet USDA standards of at least 2 components, and lunches will have at least one component from each food group: grain, protein, vegetable, fruit, and milk.

Please be aware that if your child has a milk allergy, parents will still be required to bring in a milk alternative, label with your child's name. We will notify you when we get low so you can supply more. If your child has severe allergies or special dietary needs that we are not able to accommodate, parents will be required to send in 2 snacks and a lunch that meets USDA standards daily. Please view the menu on our website, *tamarakllc.org*, under the enrollment tab.

The center will provide/offer milk for lunch for any children over 1 year of age. If a child has just turned 1 year of age while in care or entering our care, the staff will work with the parents before providing milk for the child for a month adjustment period to assist in the transition from breast milk/formula to cow's milk (or other substitutions).

Items such as popsicles, cookies, and cupcakes are acceptable on special occasions such as holidays and birthdays. These items must be store bought and offered to the entire class. Special items such as these will only be served at the end of the day after meal service prior to picking up as sugar inhabits children's cognitive thinking and learning abilities during school hours.

Children under 12 months –Families must provide a clean bottle for each feeding, please label with the child's name and the date prepared (if already filled). We only rinse the bottles after the feeding, we do not clean or sanitize bottles, they will be sent home daily. If your child is using Formula – please bring a large container with your child's name on it to leave on site. If your child is using breast milk – we have freezer space for frozen breast milk. All frozen breast milk must be labeled with the date suppressed, amount (oz), and child's name. We encourage families to come in and breast feed whenever possible, we have a rocking chair for your comfort.

Infants are fed on demand per the schedule you provided us with on the child's Care Plan at enrollment. We update the information as the child grows and their feeding schedule changes. Once you decide that your child is ready to begin eating solids, parents must provide all food, labeled with child's name, to be served for morning snacks, lunch, and afternoon snack. **(Please view the Infant Feeding Guide that we follow on our website, tamarakllc.org**

Lunch Box/Nutrition:

If a snack/lunch is provided by parents, the snack/lunch must be placed in a lunch box or bag labeled with the child's name. The lunchbox will be returned to the parents at the end of the day. The lunch box will not contain any wrappers/open containers/loose food unless requested by the parents after consumption. All glass or Tupperware spill proof containers will be sealed and returned to the parents with any leftover food.

If a parent is providing a lunch, it must contain a servings size for all 4 USDA components; Grain, Protein, Vegetable, Fruit, or two servings of either fruit or vegetable. If the child is missing a component or does not come with an appropriate potion size, we will offer the missing component.

Refrigerators:

Site prepared snacks and lunches may be stored in the classroom or kitchen refrigerators. All parent-provided meals will be placed in their designated classroom refrigerators. Teachers will check their classroom refrigerator temperature daily and record it on the temp log. At the end of the month, the completed temperature log will be given to directors to file. Temperatures must be between 35-41 degrees. The refrigerator will be wiped down daily, sanitized weekly, and defrosted quarterly or more as needed.

Microwave:

Any parent provided snack/lunch that needs to be heated will be heated in the microwave in the child's classroom or the center kitchen. Meals will be warmed/heated at least 5-10minutes before serving to let them cool enough for consumption. Teachers will clean and sanitize the microwave every day.

Center Food Preparation & Storage:

All potentially hazardous food items must be kept below 41°F, or above 140°F. Each refrigerator has an accurate spirit stem alcohol thermometer located within them. All meat and eggs will be stored on the lower level of the refrigerator.

Food must always be protected from contamination by being covered with aluminum foil or plastic wrap. Food will be transported from the kitchen to the classroom in a clean grey service container.

All food stored on-site must be stored in clean cabinets and/or refrigerators used for no other purpose. All single service utensils, dishes, cups, etc. stored on-site must be stored in a cabinet or designated shelf and used for no other purpose, except for the storage of food or service ware.

The food service counter or table must be washed, rinsed, and sanitized prior to every use. No chemicals should be stored with food items.

Sanitation

Cleaning & Sanitizing Bedding and Sleeping Equipment:

Cribs and pack-in-plays mattresses will be covered with a waterproof mattress pad and tight-fitting sheet. Cribs and pack-in-plays are labeled with the occupying child's name and cleaned and sanitized each week (per classroom schedule), when soiled, or upon change of occupant.

Cots and mats will be covered with a fitted sheet when in use. All mat bedding, including sheets and child blankets, will be laundered weekly (per classroom schedule) or when soiled, or change of occupant. If the classroom has a separate storage area for each mat, so that the mats do not touch each other, then the mats only need to be sanitized weekly, when soiled, or there is a change of occupant. If the classroom does not have a separate storage area for each mat, then the child's sheet and blanket must be taken off the mat after rest time and stored in the child personal cubby area, and the mat must be cleaned and sanitized prior to storing it.

Storage of Clean Bedding and Clothing:

Clean mat linens are located in the hall closet next to the adult bathroom (Hayden ELC). Clean cribs and pack–n- play bedding will be stored in the infant room cabinet.

A child's clean clothing will be stored in the child's cubby, in a tote box, or in a child's backpack. Tamarak LLC's extra clothing for children will be stored in each classroom bathroom cabinet.

Soiled Linens & Clothing:

Soiled linens must be stored in a laundry hamper with a lid, located next to the laundry area. Classroom rags may only be used once and then placed in the classroom rag bin. When rag bins are full, they may be emptied into the laundry hamper next to the laundry area.

Rags used to clean and sanitize eating tables can be reused but must be stored in a sanitizing solution between use and laundered at least daily.

Children's wet or soiled clothes must be placed in a labeled, plastic, or non-absorbent bag immediately after being removed and sent home daily.

Soiled cloth diapers, training underwear, or underwear must not be rinsed, but placed in a non-absorbent sealable bag, and sent home daily. Underwear, if it has a hard stool, the hard stool can be dumped in the toilet, but not rinsed, prior to placing it in a non-absorbent bag.

Treatments for Rodents

We use Insight Pest for our pest control at both centers. They visit quarterly to keep ants, bees, and other rodents from entering our building and playground equipment. They never apply sprays while children are on site.