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ReVillageBend.com

Family Handbook 2022-2023

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Poison Control: (800) 222-1222

How to ***report a complaint to The Office of Child Care*** regarding ReVillage's center requirements: An individual wishing to register a complaint against a provider who is providing child care may call the Office of Child Care's Central Office at 1-800-556-6616. The licensing specialist will take your information and follow up on your complaint.

For more information and to access more info about your certified provider, go to **oregonearlylearning.com**. Here you will be able to access the Child Care Safety Portal.

The Child Care Safety Portal is a resource for parents and families to check on the safety and quality of licensed child care programs in Oregon. The Portal lets you search for a child care provider and view their licensing history over a period of time.

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Introduction

Welcome to ReVillage! We are thrilled to have you and your child join our community and are looking forward to supporting your journey with us, the best way we can.

ReVillage at First Presbyterian

ReVillage is a non-profit, play-based childcare co-operative (parents / caregivers are involved in the program which creates a strong community, high quality, affordable child care option) hosted at the First Presbyterian nursery. We currently meet **Monday - Friday from 8:30AM to 5:30PM**. Our 2-5 year old classroom is designed to encourage purposeful play where our lead facilitators guide children through age - appropriate learning experiences that prepare them with the knowledge they need to be confident as they grow. Our lead facilitators are supported daily by 1-2 participating parents / caregivers that are a part of the ReVillage program. These parents / caregivers are considered facilitator's aides and are trained and qualified while acting as a support staff helping the lead facilitator with play based learning and exploring.

Our Mission, Vision, & Work

Mission: ReVillage works to ensure that *all* Central Oregon families--across income, race, language, orientation & identity, and background--have the care and opportunity they need to thrive in work and in play by cultivating affordable, accessible, equitable

childcare cooperatives; empowering parents; cultivating community; and advocating for system-wide, family-friendly practices and policies.

Vision: We imagine (and work toward) a world in which *all* families have the community support and access to care they need in order to thrive in work and play.

Our Work:

- Develop “villages” for children ages 0-5 in Central Oregon in which parents act as teacher’s aides and are highly engaged in their child’s care, offering affordable, accessible, nurturing care that closes the opportunity gap and helps address Central Oregon’s childcare “desert”
- Develop a play-centric childcare ethos in which parents are highly engaged and children are nurtured
- Offer families the opportunity to learn play-based care (and other parent skills) alongside trained professionals
- Facilitate spaces for families to develop deep bonds of friendship and interdependence
- Accompany families who might otherwise not have access to quality childcare--especially working families
- Continue to learn and act on ways that dismantle systems of inequity and oppression in our systems that put up barriers to child and parent/caregiver thriving
- Utilize underused buildings in Bend and Central Oregon, primarily church buildings
- Partner across sector (education, business, non-profit, faith communities) to build networks of advocacy and systems change
- Organize and empower families and parent leaders to advocate for statewide and city-wide policies that contribute to the wellbeing and thriving of Oregon families

Philosophy of Learning

ReVillage's philosophy is built upon an image of children as curious and creative members of our society. We have the understanding that children learn through their time in play. We honor each child's right to have a voice, to be heard, to feel, to try again and again, to develop relationships, to have ownership over themselves and the right to be in a caring, supportive environment. Our classroom community serves as a safe and secure environment for children to develop a sense of belonging. We allow children to act creatively and independently in play experiences daily. We strive to maintain an environment conducive to uninhibited play. In accordance with our foundational belief in play, we consciously choose to avoid direct academic instruction and prioritize play and exploration every day.

We strive for inclusivity for all children by recognizing racial, ethnic and cultural diversity and seeking to accommodate children with all abilities.

Accessibility Policy:

ReVillage is committed to ensure that our forms, program information, and websites are accessible to and usable by all people regardless of differences in language, literacy, or ability. The first "step" when getting connected with ReVillage is our enrollment form, found on our website with a Spanish and English version available. In that enrollment form, family members are given the option to answer the questions or receive a phone call to verbally answer questions about their child. If a translator is requested, ReVillage provides one.

Should you have any accessibility questions or concerns, please do not hesitate to contact us at ReVillagebend@gmail.com so we can better assist you and your needs.

ReVillage is committed to providing inclusive education that transcends cultural, ethnic, racial and developmental barriers. Our staff and teachers are available and committed to working closely with educational therapists, IEP representatives and other

professional or medical personnel to ensure that each and every student's needs are met. Our staff and teachers are also committed to working within the regulations and protections afforded to all students via the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and can ensure confidentiality.

Relationships

ReVillage desires to build a community of vibrant relationships that provide children with a strong trusting model of social inclusion and participation. It is important that the children realize they are a connected, important part of the co-op family. Relationships will be strengthened by open communication and respectful dialogue. ReVillage will continue building on the power and presence of family within the daily life of the center. We recognize parents / caregivers as the child's first and most important teacher and seek their advice, collaboration and participation as we facilitate their child's education. We are creating a different type of school than the standard American daycare. We are a place for families to come together as part of a community and for children to have a safe and supportive environment to immerse themselves in the joys of childhood while having parents / caregivers alongside one another.

Co-Oping

ReVillage began as a parent / caregiver -led co-op. Now, as a full time program, we are a "co-op lite" with both paid, licensed facilitators & daily parent / caregiver participation. Co-oping allows the parent / caregiver to be involved in their children's care on a regular basis. By working in the classroom, family members, immediate and extended, contribute their special skills to our community, opening a completely new range of expertise to the children. Any skill that a parent / caregiver or extended family member has that will benefit the center is always welcome. Working in the classroom, reading a story to your child and some of her/his friends lets your child know that the co-op is an extension of their own family home. The co-oping parents' own parenting skills are enhanced through the observation of the diverse caregiving styles of the other

parents and staff. By playing and working at the co-op, parents / caregivers know their child's facilitators and daily life. Parents / caregivers, children and staff all share a sense of empowerment through participation. Each voice is valued.

Commitment Details

Families are asked to commit to a minimum 3-month participation with a set, 8 hours a month of "giving" childcare, as well as a mandatory monthly meeting, which will be offered outside of working hours so parents/caregivers are able to attend. Parents / caregivers co-op by giving an agreed upon 8 hours of time in the center per month. They are considered "facilitator aides." Families will be scheduled for two 4 hour shifts each month, from 8:45am to 12:45pm for a total of 8 hours per month, per child. We realize that some families have daily tasks that make it challenging to give 8 hours at the center. In these situations, families ask grandparents, aunts and other relatives to become a part of our trained program to be able to give time in lieu of the parent / caregiver. All parents and caregivers that are "giving" time must complete a background check, CPR & First Aid training, other mandatory safety training and a day of orientation prior to starting the program.

If parents / caregivers aren't able to make their shift due to sickness or emergency, they will contact the ReVillage director immediately. Parent / caregiver participation is integral to our program. If missed shifts continue to occur outside of emergencies from participating adults, this will lead to non-compliance with state ratios and guidelines and will result in closing the center for the day. Each parent / caregiver will be required to pick up their child immediately if at any point ReVillage is out of compliance with the child to adult ratios.

Family Engagement

Families representatives attend our monthly ReVillage meeting held once a month, however, all family members are welcome to join in! This will be held in person at the center. This is an important time for all families to get together and vital for all family representatives to participate. Meetings will be a place to discuss child development topics centered around play based learning and ideas / topics that relate to better serving the families at ReVillage. It is integral that all family representatives attend the monthly meetings to ensure that they have the skills and knowledge needed to be a quality aide in the center.

Certain months, we will use our monthly meeting as a potluck and each family will be invited to bring a dish to share or a family meet up in a local park.

During these meetings, we would love feedback, ideas, and suggestions from all families involved in the co-op to continue to grow in community and better serve all families.

Families are also invited (*fully optional*) to attend our bi-monthly (once every other month) board meetings where they can listen to discussions about the future of ReVillage and can share their own feelings, thoughts, and ideas.

Open Door Policy:

We have an open door policy for all families. Family representatives that are background checked and cleared to “give time” in the classroom that would like to be in the classroom more than their required 8 hours a month can absolutely come in at any point. We ask that you give our head facilitators a heads up when you are planning to come in and how often. We love the extra helping hands and for families to play alongside their kiddos!

For the family members that aren't cleared in our background checking procedures that still want to come in, you can absolutely come for a visit! You can come in to read a book, share a story, eat lunch with your kiddo, or just come say hi! We just ask that you let the head teachers know at least a day in advance and be sure to sign in in the green visitor binder for the time you are present in the classroom. In this situation, because you are a visitor, teachers will be present / around you during the entirety of your visit.

Tuition

Families make monthly payments of \$900 dollars per child that is enrolled in ReVillage (with scholarships are available). These payments are made by the 15th of each month. Payments may be made by cash or check that can be given to the Head Facilitator. Regardless of how many hours a child attends ReVillage, the tuition will remain the same for each month. Tuition will be assessed annually and families will be made aware if an increase to tuition should occur.

Child Care Center Environment

“if there is no choice, it is not play”

-Lisa Murphy

Aides, facilitators and staff are controlling the environment, not the child. Aides & facilitators work to maintain, promote and develop a nurturing, play based environment that contributes to each child's:

Social / Emotional Development

We provide a safe and secure environment where participation and learning can happen at each child's unique social developmental level. Our focus on supporting social/emotional development is less focused on correcting and more focused on modeling and supporting.

“At the core of social/emotional development is empathy. Remember, empathy is developmental.”

em·pa·thy

/'empəTHē/

noun: **empathy**

the ability to understand and share the feelings of another.

- Children of preschool age are developing this ability. We absolutely desire that they develop empathy, but forcing socially expected empathetic words does not foster this development. Based on this understanding, some of our practices are outside of the social norm, and we hope to assist parents / caregivers in progressing along with us in that regard.

- We do not ask children to say “I’m sorry,” and we ask that you do the same. If you tell your child to apologize to someone, you are essentially encouraging them to speak an untruth. The fact of the matter is, your child may very well not be sorry, and you telling them to say that they are will not make them sorry. In other words, you can make your child say the words “I’m sorry.” but you can not make them mean the words. Do not attempt to force feelings of remorse on a child by demanding “I’m sorry.”
- We do not force children to share, and we ask that you don’t either. Again, you could potentially force sharing, but this does not create empathy in the child, which is at the root of the practice of sharing. Unfortunately when a child is forced to share, the trusted grown up is forcing the child to have something taken from them. This is not instilling generosity. Forced sharing tends to communicate to the child “the world can take what it wants from you when it wants it.” In turn we see this play out as children who feel they have a right to take what they want from others (the child thinks “because children are expected to share...she must share with me”). We end up with entitlement instead of generosity.
- The social aspect of play helps children build friendships and learn how to cooperate and work together. It offers opportunities for them to learn to resolve conflict.
- We guide children through conflicts over mutually desired items, spaces, etc. by encouraging independent expression of desire for them and encourage it to be played out through child-directed turn taking.

“Let me know when you’re done with the _____.”

“Let me know when I can join you in _____.”

“I’ll let you know when I’m done with it.”

“We will let you know when we are ready for you to come in.”

-Adapted from Bloom Children’s Center

- Playing with others also helps children establish a sense of self. They can initiate play and make decisions, which empowers them to become confident and motivated learners.
- Creating art in a play-based learning environment exposes children to process vs product-focused art. Process-focused art experiences have no rules and no examples to guide the children. There is no right or wrong way to create. Meanwhile, product-focused art is based on instructions and guided by examples the facilitator makes. In this type of art, there is a 'right' and 'wrong' way to create. Process focused art benefits children by allowing them to express their feelings or ideas the way they want to and they feel successful no matter what they make.

Motor Development

- Motor skills development refers to how a child uses their body. Through play, children build muscle mass and coordination, explore different tactile experiences, and get a healthy amount of exercise.
- Children are provided long periods of uninterrupted free time to explore their environment inside and out while using their whole body and all of their senses.
- Art and play expose children to different tactile experiences. They learn about the feeling of wooden blocks, soft plush toys, wet paint, and more.
- Children build muscle mass and coordination as they practice how they can jump, climb, swing, run, throw, squeeze, grasp, build, arrange, spin, dance, and move during uninterrupted play.
- Aides can observe children immersed in motor development and provide more opportunities to continue exploration.
- Some incidents will occur while children continue to develop motor skills that we adults may think of as not so great. This could include throwing hard objects. While we don't want to tell a child they *cannot* throw because that would be

developmentally inappropriate, aides and facilitators can provide a different opportunity to throw such as balls outside, beanbags inside, pillows, etc. Remember, the adults are controlling the environment, not the children.

Cognitive Development

- Cognitive development is a child's growing ability to use their intellect to process information. It includes problem-solving, language learning, and the interpretation of sensations.
- When children play, they use their imagination. Imagination is all about symbols: a laundry basket symbolizes a car, a stick symbolizes a fishing rod, and so on. Understanding symbols is key to reading and writing, as letters are symbols. The same goes for mathematical concepts and numbers.
- During dramatic play, children use language to talk to each other. They represent and act out stories, practicing their language and storytelling skills.
- Children develop an elementary understanding of scientific concepts as they learn how the world around them works. For example, what happens when you stack one block on top of another or what the feathers of a bird feel like.
- Aides and facilitators will support cognitive development by providing space and invitations to play that engages the child's whole brain.

How do you know if it's play based learning?

Play-based learning is a type of early childhood education based on child-led and open-ended play. It is child-centered. Play itself is a voluntary, enjoyable activity with no purpose or end goal. Play-based learning helps children develop social skills, motivation to learn, and even language and numeracy skills. Taking initiative, focused attention, and curiosity about the world are all a part of play.

Elements of play based learning include:

- **Self chosen:** A child voluntarily chooses to play, how they'll play, and for how long. An adult may initiate play insofar as he or she invites or suggests play but the child determines the rest.
- **Enjoyable:** Play is enjoyable for the child. This emotional aspect is important. There may be some frustrations or disagreements during play but overall it's pleasurable.
- **Unstructured:** A child has ample time to explore and discover during play. They're directed by their own interests, not by any prescribed rules or plans.
- **Process-oriented:** There is no end or learning goal. Instead, it's the process of play that's important.
- **Make believe:** Play often involves imagination, 'make believe,' or 'playing pretend.'

Yearly Conferences

The ReVillage facilitators meet with each family once a year in late July / early August to have our annual "conference" about each child. It is during this meeting that the facilitators show family members their child's portfolio. This portfolio consists of pictures, observations of play and learning that took place throughout the year, different scribbles (did you know there are 80 types of scribbles before a child begins to write?) and other prints or art the child wanted to put in his / her "fancy" notebook. Facilitators will share progress and insights they've witnessed from the child and will have a conversation about the child's interests, preferences, and development. During this conversation families will also be encouraged to fill out their child's Ages and Stages form to see if there's any area of development that could be encouraged at the center.

There isn't specifically a "goal" at the end of the conference. We believe in process over product and that includes the process of development. There isn't an end goal, only the hope and wish that ReVillage can provide a deep, nurturing place for your

child to thrive through play based learning. This is an ongoing conversation! Meaning that even though we schedule a conference once a year, we hope that families feel welcome to ask questions and share information about the child to better assist in their development all year long.

ASQs and Additional, Specialized Support

The ReVillage facilitators will have each family fill out an Ages and Stages Questionnaire (ASQs) upon entering into the program. This form is to get a sense of where your child is at developmentally so the facilitators can better meet the needs of your child. If at any point you have any developmental concerns either when filling out the ASQ or throughout your child's time at ReVillage, chat with one of the facilitators. They can make a referral to a specialist in Central Oregon that can address your concerns with development, behavior, speech or hearing. We also partner with Inclusion Partners here in Bend that provide specialists to come into the classroom with parent permission to make observations if needed. This ensures that all of your child's needs are being met.

Guidance of Behavior Policy

While toddlers and preschoolers are developing, we will see some unwanted behaviors come up. The behaviors may look "unwanted" to us but a child wanting to bite, throw, yell, or run is all a part of their development. It's important to ensure that although it's totally typical for a child to be exhibiting this behavior, we want to make sure it's not hurting anyone. We do not tolerate hurtful or harmful behavior. "People are not for hurting" is our one rule. While staying attuned to each child's development, sometimes we can anticipate a behavior and plan accordingly before a conflict arises. Other times, staff work as guides to listen, acknowledge, problem solve, and support each child through the conflict resolution process.

1. We help the children in our program identify and adhere to clear boundaries set by each other.
2. We do not apply punitive discipline (positive or negative) in response to any child's behavior.
3. We keep the moral issues out of developmental ones. We don't say "how would you like that?" if the situation doesn't call for that.
4. We believe that any and all behaviors and conflicts must be approached as problems with the potential to be solved. Our role as adults is to support children in finding a solution to each problem. Said solution must be one that each party involved in the conflict finds to be reasonable.
5. We work diligently to diffuse emotionally charged conflict among children.
6. We want our children to become well-versed at using voice and at hearing another person's voice and honoring it.

An example of this would be

If a child is throwing blocks, first we respond by recognizing the VERB. "I see that you are wanting to *throw*..." Second, we remind: "... when we throw hard things like blocks, it can hurt others, and people are not for hurting." Finally, we redirect: "... let's find something soft to throw instead... or let's throw pinecones or balls outside" "What *can* we throw?"

If the throwing urge continues, we can:

- Offer different throwing choices
- Provide more trajectory play invitations for throwing.
- Remove harsh throwing items for the classroom
- Begin to observe the behavior before it is executed
- Model for the children: "Ouch! When you throw that at me, it hurts! I do not like that." "My body needs space."

Daily Rhythm

8:30 AM - Center Opens

Children play indoors and out (with materials including but not limited to blocks, art materials, easels, books & stories, puzzles, sensory tubs, music, writing tools, playdough and clay, dress-up, manipulatives, loose parts, obstacle courses, sand and water, and large-motor equipment that encourages climbing, throwing, running, and swinging)

Snack time is offered throughout the day as children are hungry.

Lunch and rest times are provided in the middle of the day, but if someone is sleepy at another time, we are accommodating.

Children continue their indoor and outdoor play

5:30 PM - Center Closes, See you tomorrow!

- Operating hours are from 8:30 am - 5:30 pm each day
- Children will each have a different rhythm for eating, napping, and playing. We will be attuned to the needs of each child and support each need however it flows throughout the day.
- Circle time is an invitation for songs, sharing of any news, fingerplays, and a couple of stories. Circle time is optional for all children.
- Please ensure that your child comes to the center with appropriate clothes to be comfortable outside based on that day's forecast.
- Each day, children will be encourage to *PLAY* through these 6 outlets.
 1. Create, 2. Move, 3. Sing, 4. Discuss, 5. Observe, 6. Read

Notice: custodial parents / guardians have access to the center during the hours of operation and without advance notice.

Quiet Time

1. Each child will be given the opportunity to rest on their mat each day. This mat will be placed on the floor, with two feet distance between other children that are placed head to toe.
2. The lighting will be off with soft, soothing music playing. For the children not napping, they will be invited to bring a few books or quiet bins to their mats for quiet time that will last from 45 minutes to 2 hours depending on the child. We will never force a child to sleep.
3. Each child can bring one blanket, one small pillow and one sleep lovely.
4. Mats will be covered by a center provided fitted sheet that will be stored in each child's individual cubby. These fitted sheets will be laundered at the end of each week.
5. Blankets and pillows will go home at the end of each week to be laundered and brought back on Monday.

Teacher's Aide 1 & 2

Duties and Responsibilities

You are a teacher's aide... which is far more than just a warm body in the classroom. You are an integral part of this co-op model. Because of you, your presence, your curiosity, and your passion we can continue and deepen the high quality care in our classroom!

Your Hours: Part Time: Monday, Tuesday, Wednesday, Thursday, or Friday 8:45 am - 12:45 pm, twice a month. (8 hours minimum)

With drop off at 8:30am now, you are welcome to come at 8:30am but your shift won't officially begin until 8:45am.

Your Break: You will receive a *10 minute* break during your shift. Please save all personal cell phone use until this time. We know emergencies come up and if you need to take a call or answer a message sooner than your given break, please communicate with us and we can accommodate. Just a reminder that we are a screen free classroom. Lead teachers will be using tablets, a computer, and occasionally personal cell phones for HiMama use and communication with families.

You'll Bring: You will bring with you your ability to be present to all children, your curiosity, and a play invitation idea (ReVillage will provide all the supplies) to set up for the classroom during your shift.

Your Role, Duties, and Responsibilities

- You are supporting, engaging with, and monitoring **5 children** at a time to ensure our 1:5 adult to child ratio. When you're in the classroom, more than likely (and totally normal!) your child will want to play with you. Just keep in mind that while you are playing with your child, you are aware and mindful of 4 other children ensuring they have all their needs met as well.

Supporting children looks like:

1. Asking questions to see what they are interested in. "What are you playing with? What's your plan with that? What other supplies do you need?"
2. Following their curiosity. "What do you notice? How does that feather feel? What do you think is going to happen next? What do you think? What else do you need?"

3. Providing them needed materials. “Do you need more glue? Tape? Paint? Paper? Fabric? Etc. What if we added more flour?”
4. Helping children problem solve when conflict arises. “What happened? What are you feeling? Let’s check in with the other child together to see what he/she needs. How can we problem solve this?”

Engaging with children looks like:

1. Ensuring that every child is experiencing the “6 outlets of play”. This includes, reading, creating, moving their bodies, observing, discussing, and singing!
2. If you are providing space and materials for one of the outlets above to happen then you are engaging children!
3. Some children want to engage with you and others will want to engage in the 6 outlets of play either by themselves or with their peers. All are appropriate.

Monitoring children looks like:

1. Sitting with children while they are eating. There needs to be one adult present at all times sitting at the table with children if at least one child is eating.
2. Helping children learn self help skills like putting their own lunchbox and water bottle away, zipping and buttoning their jackets and clothes, washing hands. Using handrails when walking. Etc.
3. Checking in with children that use the toilet if they need to use the potty.
4. Seeing if they have everything they need.

Your Role Cont.

- You are assisting the teachers/facilitators with play invitations, setting up and resetting tables and spaces with materials and supplies, helping with transitions, and cleaning the classroom.

Helping with play invitations:

1. When arriving, teachers will have activities or play invitations set out for the children to engage in throughout the room. You will post up at one of the areas in the room and assist children while asking open ended questions.
2. See if children need other materials out. If you need to add a scoop to the sensory table, or balls to the block area depending on children’s interest levels and the need to deepen their play.

Helping with resetting tables and spaces:

1. When children are finished with a certain play invitation, you will clean the table or floor area and reset it with a different play invite of your choosing.
2. If children are done gluing at the art area, you could bring out water colors, stamps, paint with sponges, etc. The possibilities are endless. You will just be attuned to what the children are interested in and follow their lead with bringing out a new play invitation and resetting the table or area.

Helping with transitions:

1. When children are ready to go outside or inside, you will help with the transition by taking a head count of all children to ensure everyone is accounted for. You will also position yourself in the group to make sure that one adult is leading, one is in the middle of the pack, and one is at the end of the group to ensure that everyone arrives at the destination safely and accounted for.

Cleaning the classroom:

1. When children are immersed in play, we take note of what the children are finished using and simply clean as they go. If a child is dumping things deliberately (which is developmentally appropriate for some kids), explain, “you can dump out the box of blocks again AND you will help me clean it up afterwards”. Or “let’s find something that you CAN dump out.” Or if a child is scooping beans out of the sensory table on purpose after the reminder of “we keep the beans inside the sensory bin” then say “let’s go get a broom to clean that up together”. Most often than not, the adults are the main ones cleaning the room, unless it’s a natural consequence for the child to clean. Also, feel free to bring out little dust brooms or an extra rag. Sometimes when children see us cleaning, it can be another play invitation for them to explore what it’s like to wipe a table or sweep up some beans.
2. Only adults will use the labeled sanitizer bottle for tables, chairs, walls, toys, and other surfaces. Let children wipe with soap and water with a rag if there is interest or a natural consequence.

Entering the classroom for your shift

1. **Store your belongings in the closet.** If you have a bag, purse or jacket, it must go into the closet. Licensing states that any staff personal belongings must be stored out of reach from children.
2. **Wash hands, yours and your child’s hands** and ensure that all children entering the classroom are washing hands prior to playing at the center.
3. **If you’re bringing coffee in,** make sure that it is in a sealed container (air tight lid, not from a coffee shop) and stored on the teacher counter out of reach from all children. Licensing states coffee shall not be consumed around children. You can sip from it while at the counter briefly and reseal it when finished, leaving it on the counter.
4. Once settled, **ask the teachers where you can post up for the morning.** There are generally 4 areas inside our indoor space. The sensory area, the creating / art area, floor and movement area, and the science area. The teachers will likely see an area that may need more monitoring and will have you ‘post up’ there. This does not mean that you are glued to this area only but are monitoring the area while children are present. For example: if the teachers would like for you to post up at the sensory area and help with slime making, you will stay near this area assisting children. You will be assisting with washing hands after kids use

the slime, assisting children by keeping the slime in the sensory table, finding and adding in different scoops or funnels depending on what they are interested in doing with the slime, and cleaning up once the kids seem finished with the slime.

5. If you notice a child sitting at the table ready to eat, make sure an adult is sitting with the child and is present to him/her through the entirety of eating.
6. Please keep adult conversations limited to ensure mindful attention to each child.
7. Ask the teacher! If at any point you need clarity, don't hesitate to ask!
8. Once the play area that you've been working at is 'finished' or all the kids have moved on, **you will need to reset the area for a new play invitation.** First, clean up the play area. Then gather your supplies for a new play invitation. This new play invitation comes from two different sources: what the children seem interested in and your brain! Just gather the supplies that you need (you can always check with the teachers the day prior to make sure we have everything you need for your play invite) and reset the play area with a new invite that you are in charge of. A list of examples are attached below.
9. You may also be asked to help set up **a play invitation outside** especially as the days are warmer and we spent 3+ hours outside, most of our play invitations will be outdoors. Anything that we can do indoors, can be done outdoors.
10. You will help with transitions from outside to inside and inside to outside.
11. You will assist teachers with providing children with long periods of uninterrupted free time to explore their environment, ensuring that each child will have time outside.
12. You will help ensure that all children have access to all of the centers / areas in their classroom. This includes but is not limited to blocks, art materials, easels, books, puzzles, sensory tubs, music, writing tools, playdough, dress-up, manipulatives and loose parts with very few restrictions.
13. You will provide opportunities for each child to create, move, sing, discuss, observe, read, and play each and every day.

The facilitators (teachers) will be working alongside you each day. Facilitators are available to explain specific tasks that can be completed throughout the day while modeling appropriate, attentive behavior in the classroom. Facilitators will have an open and supportive dialog with all aides that shows each voice is valued and heard.

Please ask questions to ensure that we are providing quality care to all children.

Other responsibilities

1. Aides will maintain strict confidentiality regarding sensitive information about our students, and respect the privacy of families. While giving time at the center, a teacher may inform you of a child's situation or give you information about a child so we can better support this child. This information is to remain confidential and should not be shared with anyone.

2. Aides will attend 1 hour monthly meetings that relate to play based learning, equity, anti-racism & being child centered. The one hour monthly meetings are a way to connect and continue our learning to ensure we are continuing quality care in the classroom.
3. Aides will complete all annual training paid for by ReVillage.
4. Aides are invited to attend board meetings as needed and assist with fundraising.
5. Aides are in charge of finding a replacement for an upcoming absence with another family representative. If an emergency occurs and you are not able to make it to your shift, please contact the director immediately.

Helpful Phrasing in the Classroom:

Try These Phrases!

Instead of:	Try this!	Why?
<p><i>“Good Job”</i> when a child shows us a painting they made.</p>	<p><i>“I see you used red paint!”</i> <i>“Tell me about your painting!”</i> <i>“Do you need more paint?”</i> <i>“Where should we put this?”</i></p>	<p>To show children they don’t need our approval to be “finished” with a project. To allow children to have their own personal feelings regarding the work they’ve done instead of an end “product” or doing it just for our approval.</p>
<p><i>“You’re Fine”</i> when a child is hurt or crying</p>	<p><i>“I saw that you fell”</i> <i>“You’re safe”</i> <i>“That looked like it hurt your knee”</i> <i>“Let’s check to see if you need a bandaid”</i> <i>“It’s okay to cry”</i> <i>“I’m here for you”</i></p>	<p>When a child is hurt they may not feel “fine” so when we say “you’re fine” what we are saying is “you’re not hurt” when they very much are feeling pain. It’s showing them not to trust themselves and the sensations in their bodies.</p>
	<p><i>“When you’re all finished with that toy, can you be</i></p>	<p>Forcing a child to share is</p>

<p>“You need to share”</p>	<p>sure to let Sally know? I think she was wanting to use it when you’re all done with it”</p> <p>Telling the child waiting for the toy “what should we play with while you wait until he is finished with using the toy?”</p>	<p>telling them that someone else’s wants and needs are more important than theirs. Forcing a child to share something they are in the middle of exploring is taking away their learning.</p>
<p>“Be careful!” When walking up the slide.</p>	<p>“If you walk up the slide, someone could slide down and not see you and accidentally run into you. That could really hurt you”</p> <p>“If you walk up the slide, just make sure no one is sliding down by saying ‘Here I come!’”</p> <p>“Be mindful of other children sliding down.”</p>	<p>Children make a deeper connection when you explain what to be careful about. Try to explain what could happen and why and how they could get hurt. Then it’s up to them to take the risk knowing they can potentially get hurt. The words “be careful” are usually just words to kids and don’t carry much meaning.</p>
<p>“Say you’re sorry”</p>	<p>“It looks like it really hurt your friend when you hit him. Let’s check on him and see what he needs.”</p> <p>“Remember, people are not for hurting”</p> <p>“What can we do to problem solve this?”</p>	<p>If you tell a child to apologize to someone, you are essentially encouraging them to speak an untruth. This child may not feel sorry. And that’s okay! Is there a natural consequence the child can see after hurting someone?</p>

Ideas of what to bring for a play invitation:

Outside Ideas:

Water play, sprinklers, planting / weeding, books outside, red light green light, parachute, hoops, over the ocean, simon says, follow the leader, obstacle course, paint rocks & pinecones, catapult bean bags, snowshoes, bird feeders, rope bridge, shaving cream on plexiglass easel, gardening, nature hunt, paint snow, magnifying glasses, picture frames with nature collage in it like rocks and sticks, car wash of toys, mud kitchen, texture stamps, bubbles, binoculars, tracing shadows, hammer, nails, screws, straw bales with ladder across, mud pit, sound garden, weaving fabric through fence, water pump, sand dig with hidden treasures, smash with mallet, long jump marking with tape, ant hills.

Sensory Area Ideas:

Water, sand, wash pumpkins, wash dolls, cloud dough, kinetic sand, cocoa mulch, rice, beans, clay, snow, flubber, shaving cream, shredded paper, easter grass, small world play, funnels, coffee oobleck, oobleck, shave soap with cheese grater, jello, leaves, acorns, twigs, pinecones, marbles, cardboard tubes, beads and string, spaghetti, curling ribbons, shells, wood pieces, sand paper, pillow stuffing, buttons and string, separate bowls, pipettes, vinegar and baking soda, playdough, turkey basters with water, zen garden, tongs and corks, sink or float, flour and baby oil, oats, glue loose parts, shaving cream with blocks, magnet wands with magnets in water, safflower seed, bird seed, wash rocks, corn kernels, sort materials, loose parts, corn meal.

Art Area Ideas:

Card making station, free paint, buddha paper, treasure maps, magazines, loose art materials feathers, googly eyes, equines, newspapers, tp tubes, line table with paper, stamps, color mixing, shapes in playdough, drill painting, feather painting, potato painting, apple painting, finger paint, hang frame and have kids make art in it, carrot painting, condensed milk paint, markers, pencils, crayons, window crayons, contact paper up and items stick to it.

Note on arts vs crafts:

Crafts are generally seen by adults as 'art'. However, art is an intrinsic form of creative expression. Anything led by a teacher with parameters and an end product in mind is not intrinsic.

Crafts usually have an end result with children all making the same looking turtle or bunny rabbit.

It is process art as long as it doesn't have a desired end product or "what it should look like" when the child is finished.

Movement / Open Space Area:

Puppet theater, hair salon, doctor / vet clinic, blocks, 180 things to add to block area on pinterest, cozy room, tinkering room, farm, tape spider web, obstacle course, reggio loose parts, boxes, parachute, reading stage where they can read to stuffed animals, winter wonderland, pop up tunnel, add to dress up, put chairs together to make a bus, dance party.

Science / Nature Area:

Light table, sensory jars, cotton balls with different scents on them, sorting living and non living figurines, memory game, mystery box, color sort, texture sort, “find me something shiny” game, magnet exploration, using scales, puzzles, loose parts, etc.

There are endless possibilities on what play invitation you could bring. Remember, you’re just bringing the idea and the know how to set up the invitation. We are providing all the materials and supplies. **Just a reminder that YOU bring your own gifts, talents and interests just by being you. Feel free to bring a part of you and your family into the classroom as well!**

Recording Keeping

1. Using the HiMama management software, ReVillage staff will use the classroom tablet (or personal cell-phone) to check in/out children.
2. Please use the HiMama app to communicate with teachers during operation hours.
3. Please ensure that all your contact information on HiMama is accurate.

Food and Nutrition

1. Each child will bring their own lunch and snacks for their child daily. Please provide a grain, protein, veggie, and a fruit in your child’s lunch. Milk will be provided for each child at the center. We offer 1% cows milk. If parents / caregivers would like to provide an alternative milk for their child, they are required to provide it to the center in a labeled container.
2. Each family will bring a water bottle for their child every day.

3. If a child has a known food allergy, parents/caregivers must let the center know and complete an allergy action plan form.
4. Teachers and aides will wash their hands before and after assisting children with eating.
5. We will allow breastfeeding parents / caregivers or those whose children have special feeding needs to enter the program for the purposes of feeding.
6. All cold items and drinks can be placed in the fridge with the child's name labeled on each item.

Toilet Training

Toilet training is an exciting milestone, but we as grown ups must be careful that it does not become a challenging/stressful transition for the child.

Until the child has taken on toileting independently, we will provide wipes and diapers for your child here at school. If your child occasionally needs a diaper cream, we will provide it after having a conversation of what brand is needed and how often.

For the children that are learning to use the toilet, they are encouraged to use the toddler sized potty in the classroom independently with a staff member in close proximity. The staff will continue to monitor the child who is using the potty to assess the situation and see if help is needed for buttoning, zipping, or pulling pants down or up. In the case where an accident has occurred, staff will prepare the changing table with extra clothes, diapers, ect. and bring the child to the changing table to be changed and cleaned.

Arrival and Departure Policies

Regular Day 8:30am - 5:30pm

- Parents / Caregivers will drop off their children **no *earlier* than 8:30am and no *later* than 9:30 am for morning drop off.** Dropping your child off by 9:30am ensures that they will be a part of our morning rhythm and routine. Routine helps children feel a sense of security and safety in their environment which can lead to more self regulation as children have more predictability in their day.
- **For afternoon drop off, please drop off starting at 3pm.** Any earlier may interfere with quiet time / nap for the rest of the classroom. Afternoon drop off will often take place outside in our playground area.
- Parents / Caregivers will pick up their child no later than 5:30pm. There will be a \$10 fee for the first five minutes of late pick up and \$2 for every minute there after.

- For drop off, parents / caregivers will be asked to bring their child into the Heritage Hall doors (signs are posted) and into the center. Parents / caregivers are welcome into the center but will need to wash hands if planning on staying for a period of time. It is always helpful for parents / caregivers to ensure their child washes his / her hands upon arrival to the center.
- For pick up, parents / caregivers will return to the center. They will be asked to drive to the lower lot where children will be playing in our outdoor area. Parents will come into the gate and greet the teacher. Each child will only be dismissed to a verified adult previously authorized for pick up.

Holidays Observed and Important Dates 2022 - 2023

In-Service Day/ No School: Friday, April 29th, 2022 (Early Learning Conference)

Memorial Day: Monday, May 30th, 2022

Junteenth Observed: Monday, June 20th, 2022

Independence Day: Monday, July 4th, 2022

In-Service Day / (No School): Monday, July 18th, 2022

Parent/Teacher Conferences (No School) : Tuesday, July 19th-July 22nd, 2022

(the sign up for 1 hour conferences will be sent out in June)

Summer Break: Friday July 18th, 2022 - July 29, 2022

Half Day Pick Up at 12/ Teacher Training: Friday, August 26th, 2022

Labor Day: Monday, September 5th, 2022

Indigenous Peoples Day / Inservice Day: Monday, October 10th, 2022

Half Day Pick Up at 12 / Teacher Training: Friday, August 26th, 2022

Veterans Day: Thursday, November 11th, 2022

In-Service Day: Monday, November 21st, 2022

Thanksgiving Break: Tuesday, November 22nd, - Friday, November 25th, 2022

In-Service / No School: Thursday Dec. 22nd & Friday Dec. 23rd

Christmas Break: Monday, December 26th - Friday, December 30st, 2022

2023

Martin Luther King Jr. Day: Monday, January 16th, 2022

Presidents Day: Monday, February 20th, 2022

In-Service Day/ No School: Friday, March 24th, 2022

Family Meetings 2022 - 2023

ReVillage's Birthday Bash: Thursday, May 5th, 2022 - in person at the center

TBD for remainder of dates for 2022

Annual Orientation for all Family Representatives: June 2022

Parent Teacher Conferences: July 2022

Family Park Play Date: August 2022

Field Trip Policy

Our location at First Presbyterian is right in the middle of some great parks, fields, and nature areas all within walking distance. All children at the center will be taken on walking field trips via strollers and hand holding ropes as planned by the head facilitators. Any children walking must hold rope at all times and walk between strollers. No child should be walking/running freely without rope or out of the stroller. At cross walks, if there is a free adult available, one adult must walk in front of the group to ensure traffic stops and the group crosses safely. Families will be notified at least **1 week prior** to the nature walk / field trip. Families will be notified what time the walking trip will take place, when they are departing from the center, and when they plan on returning. A field trip permission form will need to be filled out prior to the field trip. One permission form is valid for the entire year.

During the field trip:

- All children will wear a neon vest provided by ReVillage to wear during the nature walk / field trip that will allow for improved visibility for facilitators.

- Facilitators will have an emergency phone on hand which will allow for families to call if need be. This phone number will be given out to families prior to the field trip.
- Facilitators will carry an emergency backpack, any medications needed, and the tablet with emergency contact information + medical release forms.

Field trips will only be for approved locations listed below:

Hal Puddy Park is located inside of Ponderosa Park and is located at 8 SE 15th St, Bend, OR 97702. This park will be accessed by the Coyner trail / Larkspur trail located right behind First Presbyterian Church and is a 0.5 mile walk. While on the trail, at least 80 % of children will remain in the strollers (6 person stroller) while 20% (optional) can walk alongside the stroller while having one hand on the hand holding rope that is being led by a facilitator.

Juniper Park Playground / Open Nature Area is located at 800 NE 6th St, Bend, OR 97701. This park will be accessed first by the coyner trail and will cross over the 8th st. / Franklin round-a-bout. Because this walk requires us to walk near heavy traffic, all children will remain inside the stroller until we arrive at the park.

Bend Soccer Field inside Ponderosa Park is a 0.4 mile walk. To get to this field, we will use the Coyner / Larkspur Trail system. While on the trail, at least 80 % of children will remain in the strollers (6 person strollers) while 20% (optional) can walk alongside the stroller while having one hand on the hand holding rope that is being led by a facilitator.

Inclement Weather Policy

If the outside temperature is at 20 degrees fahrenheit or lower, or 95 degrees fahrenheit or higher, children will not play outdoors.

Smoke Policy

Using AirNow.gov, if the smoke level is passed the moderate level of smoke or an AQI of 100+, children will remain inside. There will be an indoor gross motor invitation for children to enjoy and move their whole bodies.

Incident Reports

- Child Incident Reports are to be completed for any accident, injury or medical emergency that leaves a visible mark or if first aid has been administered, even when medical treatment is not required.
- The incident reports are kept in the safety out binder
- After caring for the child(ren) involved, please fill out an incident report as accurately as possible, whether first aid was necessary or not.
- When the parent / caregiver comes for pick up, show them the incident report and explain what happened, having them sign the bottom of the page. This report will be kept on file.
- A first aid kit will be kept in the toddler nursery along with a basic first aid sheet and Infant CPR sheet attached.

Minor Injuries or Illness

- First aid supplies is available in the center for minor accidents under the teacher counter in the kitchenette. Use only ice, cold water compresses, and bandages as children may have allergies to Neosporin or other ointments. The parent / caregiver of the injured child should be told of the incident when they come for their child and an incident report should be filled out.
- If a child becomes ill while in the center's care, a parent / caregiver aide should remove the sick child from proximity to other children, while keeping him/her within sight and hearing distance of an adult. ReVillage staff should notify the parent/caregiver and ask them to pick up the ill child as soon as possible.

- In order to ensure the health & safety of our students & staff we have guidelines in place for illness or potential illness, contagious or otherwise. We follow strict sanitizing and disinfecting procedures to maintain the health of our classroom, students and staff, but illness is inevitable.

- Any children with the following symptoms will not be admitted into the classroom or if they develop symptoms while at the center, ReVillage staff will call for the child displaying symptoms to be picked up by their caregiver:
 - Fever over 100.4 degrees F
 - Diarrhea (more than one abnormally loose, runny, watery or bloody stool)
 - Vomiting;
 - Nausea;
 - Severe cough;
 - Unusual yellow color to skin or eyes;
 - Skin or eye lesions or rashes that are severe, weeping, or pus-filled;
 - Stiff neck and headache with one or more of the symptoms listed above;
 - Difficult breathing or abnormal wheezing;
 - Complaints of severe pain.

If a child develops mild cold symptoms that do not impair his/her functioning, the child may remain in the center and their caregiver notified of their condition when they pick up their child.

COVID: Any child or staff member, regardless of vaccination status, should be excluded from the program if they exhibit COVID-19 symptoms including: new loss of taste or smell, fever (100.4 or higher), new cough, or shortness of breath in the last 10 days.

Emergencies

- If there is a life-threatening emergency, we will call 911 immediately (911 will be called prior to calling a parent / guardian).
- We will contact both the parent / caregiver and the director as soon as possible.
- We will keep the affected child(ren), as well as the other children in the room as safe as possible.

Fire

- In case of a fire, please quickly gather children and proceed to the nearest exit (as posted on wall), gathering in the parking lot.
- There will be a fire drill held monthly.

Social Media

Adults participating at ReVillage are prohibited to take, post, or share photos of children and other adults at the center.

Reporting Suspected Child Abuse

1. Reported suspected child abuse by calling 1-855-503-SAFE (7233). The **Oregon Child Abuse** Hotline is available 24/7. All staff (and family members “giving time” as an Aide 1”) are mandated reporters.

The ReVillage director is responsible for the proper recording and reporting of all incidents to the Director of Children and Family at First Presbyterian.

Thank you!

Thank you for reading through this.

We appreciate you and are grateful that you have chosen to be a part of our ReVillage family community!

Enrollment Steps

1. Fill out google enrollment form found on our website.
2. Read family handbook & sign family commitment page and bring to --->
3. A meet and greet / orientation with the ReVillage staff to answer any questions and have a look at the center. Fill out a central background registry (if giving time).
4. Fill out registration paperwork & provide immunization records OR opting out paperwork
5. Once cleared with your CBR letter you will be added to the giving time calendar.
6. Your child begins attending the center
7. Finish all online training within the 30 day timeframe