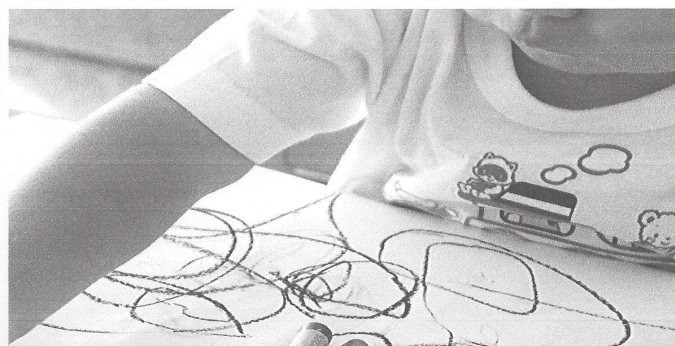




Child Care Resource & Referral

Of Marion, Polk & Yamhill Counties
A Program of Community Action Agency

Newsletter January-March 2020



Polk County Early Learning &
Early Elementary Educators Conference

BRIDGES TO THE FUTURE

Connecting Early Learning and Kindergarten

**MARCH 6-7, 2020
WESTERN OREGON UNIVERSITY**

Registration Coming Soon!



Additional MONEY to child care providers may be available when parents are receiving child care assistance through DHS

Inclusive Partners



— Opening Doors For Oregon's Children —

Previously Inclusive Child Care Program

No matter what their diverse interests, abilities and needs... ALL children are children first.

How can IP Consultation help YOU?

Consultation is a partnership. It involves sharing information and expertise. The goal of IP consultation is to increase and support quality, inclusive child care placements. Together with partners we can help: Support a caregiver's problem-solving and planning skills, share creative ideas for improving the child care Environment, explore strategies for responding to behaviors that children bring to child care and exchange information about recommended practices, resources and materials. Financial supplements through IP may be available to providers.

Please call for more information!

Portland Main Office: 1-866- 837-0250 Email: inclusivepartners@state.or.us

Lending Library - Free Membership!

CCR&R has a large library full of fun, educational toys, books, furniture, and curriculum available on loan to child care providers! Come take advantage of this fantastic resource! By participating in our lending library, you can keep your child care fresh and engaging which makes for HAPPY kids and quality child care environments!!!



***Due to safety concerns we ask that you make arrangements for child care. We value the safety of your children. Thank you for your understanding.**

TIME: 5:30pm-8:30pm

Jan 27th, 2020 (Total of 6 spots available)

February 24th, 2020 (Total of 6 spots available)

March 16th, 2020 (Total of 6 spots available)

Call if you have any questions or to schedule your appointment!

503-585-2491 or 1-800-289-5533

NO WALK- INS - BY APPOINTMENT ONLY

Are you interested in networking with your child care provider peers?

Are you interested in FREE training?

Are you interested in becoming a Spark Rated Program?

Are you interested in incentives and supports to improve the quality of care?

Are you interested in support with moving up on the Oregon Registry?

CHECK OUT THE CHILD CARE RESOURCE & REFERRAL NETWORKS CURRENTLY RUNNING IN YOUR AREA!!

Connect with a Coordinator if you have any questions or wish to join!

MARION FAMILY CHILD CARE NETWORK (ENGLISH)

COORDINATOR: LAUREN JOSI **CONTACT:** LAUREN.JOSI@MWVCAA.ORG

MARION FAMILY CHILD CARE NETWORK (SPANISH)

COORDINATOR: CASSANDRA HERNANDEZ **CONTACT:** Cassandra.Hernandez@mwvcaa.org

MARION SLAVIC FAMILY CHILD CARE NETWORK

COORDINATOR: OLGA ARSHILOVICH **CONTACT:** OLGA.ARSHILOVICH@MWVCAA.ORG

POLK FAMILY CHILD CARE NETWORK (ENGLISH)

COORDINATOR: LAUREN JOSI **CONTACT:** LAUREN.JOSI@MWVCAA.ORG

POLK FAMILY CHILD CARE NETWORK (SPANISH)

COORDINATOR: GISELA MORALES **CONTACT:** GISELA.MORALES@MWVCAA.ORG

YAMHILL FAMILY CHILD CARE NETWORK (ENGLISH)

COORDINATOR: JENNA SANDERS **CONTACT:** JENNA.SANDERS@MWVCAA.ORG

YAMHILL FAMILY CHILD CARE NETWORK (SPANISH)

COORDINATOR: CASSANDRA HERNANDEZ **CONTACT:** Cassandra.Hernandez@mwvcaa.org

CERTIFIED CENTER DIRECTOR'S NETWORK

COORDINATOR: JENNA SANDERS **CONTACT:** JENNA.SANDERS@MWVCAA.ORG

Which Tax regulations affect child care businesses?

https://childcareta.acf.hhs.gov/sites/default/files/public/rg2c_startingandoperatingachildcarebusiness_111418_eng

Child care businesses must comply with various laws and ordinances. If you are interested in opening a child care business, learning about the federal and state tax laws that apply to small businesses may be an important step. Your business may need to comply with zoning laws and ordinances that apply to your community or local area.

Which tax regulations affect child care businesses? Like other business owners, child care business owners must comply with federal and state tax regulations. Tax regulations vary for the different types of child care businesses. For instance:

- Nonprofit community organizations operating child care programs may be exempt from taxes;
- As employers, owners of child care centers must comply with employee tax and benefit regulations; and
- Family child care businesses must comply with tax regulations for sole business proprietors. Like other businesses, all tax-paying child care businesses are allowed a deduction for ordinary and necessary expenses paid or incurred during the tax year for carrying out the business.

The Small Business and Self-Employed Tax Center section of the Internal Revenue Service (IRS) provides information about business startup, recordkeeping, trends and statistics, as well as tax tips for small child care businesses at <http://www.irs.gov/businesses/small/index.html>. **Information is available in Spanish** at <https://www.irs.gov/es/businesses/small-businesses-self-employed>.

Key resources from the IRS include the following:

- Starting a Business provides links to basic federal tax information for those who are starting businesses, <https://www.irs.gov/businesses/small-businesses-self-employed/starting-a-business>.
- Operating a Business contains information you need to operate a business with employees, including information about business deductions and tax credits, filing and paying taxes, recordkeeping, and choosing an accounting method, <https://www.irs.gov/businesses/small-businesses-self-employed/operating-a-business>.
- Self-Employed Individual Tax Center answers questions related to being a self-employed individual or independent contractor, <https://www.irs.gov/businesses/small-businesses-self-employed/self-employedindividuals-tax-center>.
- 26 CFR 601.105 is a tax deduction that allows family day care providers to deduct the cost of food given to eligible children in their care, <http://www.irs.gov/pub/irs-drop/rp-03-22.pdf>.
- Tax Information for Charities and Other Non-Profits presents tax information for charities and other nonprofit organizations, including child care programs, <https://www.irs.gov/charities-non-profits/charities-non-profits-a-zsite-index>.

State Tax Laws To learn about state tax laws that apply to child care businesses, contact your state revenue department. Links to state revenue and tax departments are available on the Federation of Tax Administrators website at <http://www.taxadmin.org/state-tax-agencies>.

Understanding Child Care Policies and Contracts

Family Child Care Contracts & Policies

A family child care provider is the owner of a small business. As a small business owner, it is recommended that you have a written contract and program policies to help you communicate effectively with parents.

Contracts and policies are two different things:

- Contract: the agreement to provide child care as well as the cost
- Policies: the rules that describe how the provider will care for the child.

Contracts should include the following components:

- Names and ages of the child(ren) to be cared for
- The parent(s)/guardian(s) contact information
- Payment information – to include:
 - when payment is due
 - overtime rates, and late pick-up fees
- rates for holidays, vacations, and other absences of both the child and the provider (a calendar of closings can also be included)
- other charges (fees for field trips, etc)
- deposits (consider whether you will require a 2 week deposit be collected upon enrollment which covers the last two weeks of care provided)
- Termination procedures – to include:
 - the provider's right to end the child care arrangement in a relatively short amount of time for any reason (e.g. two week notice)
 - a statement saying that parents/guardians must pay you during the termination period whether or not the child attends during that time
 - the provider's right to terminate care without giving any notice when a parent is behind in making payments.

Policies

Your policies are usually a separate document from your contract. Policies help clarify what the expectations are for you, the provider, and the families you serve. Each provider will create policies that fit their program.

Helpful Hints

When a child is first enrolled in your family child care program, it is important that you and the parent review your contract and policies in detail. This will help you:

- ensure that parents understand your expectations
- explain any unclear policies to the parent prior to enrollment

As you review the documents, you can have the parent sign and date each page to ensure they understand what is being discussed. Some family child care providers like to review this information with families every six months or at least once a year. If you feel that you need to make changes to your contract or to your policies, it is helpful if you give parents 2-4 weeks notice of the change so they can plan accordingly.

CONTACT YOUR LOCAL CCR&R FOR FREE CONTRACT/POLICY TEMPLATES AND SAMPLES!

INTERVIEW QUESTIONS FOR THE FAMILY CHILD CARE PROFESSIONAL

BASIC

- Has your child been in care before?
If so, for how long? If not, who has been providing child care
(parent, grandparent)?
- Does your child have any siblings? If so, ages?

PROVIDER REQUIREMENTS

- What are your expectations of a child care provider?
- Are you willing to sign a contract?
- Will you be giving two weeks' notice to your former child care provider (or whatever is required in the former providers contract) If not, why not? *Note: I don't accept a client if they do not honor their former obligation/contract – unless there is a special reason such as abuse. I do this to discourage parents from provider hopping.)*
- May I have two references? *(I always ask that one of them be the former child care provider. In a sense, you are extending credit to parents and have right to check their references. I ask one to be sure they paid, checks cleared, account is current and paid in full. I also want to verify some of the above questions. If the answers are different, I want to find out why?)*
- Have you read my Parent Handbook and reviewed all policies listed? *(If not, I always get back to them once it is read and make sure they don't have any questions about it.)*
- Are you in agreement with my payment policy, including late fees?
- Are parents married? Divorced? Widowed? If divorced, are there step parents involved any is everyone prepared participate in the child care experience?

If parents are divorced, I ask for a copy of any paperwork regarding custody. I do this to avoid a question if one parent shows up for the child claiming it is "their turn/right". I don't want to be in the middle.

Continued on next page...



CHILDS SAFETY, NUTRITION, AND DEVELOPMENT

- How do you approach potty training?
- Does your child have special needs on religious issues?
- Does your child have any special needs on health issues?
- What general observations can you give me about your child's development (when did he/she crawl? walk? say first word? Etc.)
- Does your child dress him/herself?
- Has the child had or have any serious illness? If so, is he/she cleared by the doctor to participate in all activities? *I make sure there is a note confirming this on the health paper when returned.*
- How do you think children learn? (Play? Academics? Combination?)
- Are you in agreement with my curriculum?
- What is your child's favorite activity?
- Are there any food restrictions?
- Does your child have any special fears?
- What is your method of discipline?

EXPECTATION/CONCERN FROM THE PARENTS

- Are you available to participate in occasional day field trip?
- Are you prepared to participate in occasional day care activities and special events/parties? (Not all of them, but as your schedule allows. I do require some involvement throughout the year.)
- What is your greatest concern (if any) or question (if any) about placing your child in care outside the home? *I always explain that I ask these next questions not to pry into their personal life but to get an idea of their child's background.*

EMERGENCIES

- Is someone available to pick up your child by closing time?
- Do you have a backup provider when your child is ill?
- In the unlikely event of an emergency closing and back up is unavailable, do you have emergency backup care?

The Environment Rating Scales Are Coming to Spark!

One of the exciting additions coming to Spark is the inclusion of the Environment Rating Scales (ERS). The ERS will serve as evidence for how some Spark standards are being met, as well as provide information to guide quality improvement efforts. The ERS are comprised of a variety of “indicators,” which are research based best practices in early childhood care and education. The ERS focus on three basic needs of children:

Protection of health and safety – “Children thrive when their health and safety needs are met and healthful habits are established for a lifetime.”

Supporting and guiding social/emotional development -- “Children develop good feelings about themselves and strong social skills from adults who are nurturing and use positive methods of guidance.”

Opportunities for intellectual and language stimulation and appropriate learning activities-- “Meaningful learning occurs when children have plenty of time to choose from a variety of activities with a teacher who brings learning out of play.” (Teachers College Press, 2018).

The authors highlight the importance of this wholistic approach. “No one component is more or less important than the others, nor can one substitute for another. It takes all three to create quality and education” (Teachers College Press, 2018).

Each indicator is rated on a scale from 1-7, with 1 being considered an *inadequate* and 7 reflecting an *excellent* implementation of that practice. This rating scale provides an opportunity for programs to see the degree to which the needs of children are being met in each area, highlight strengths, and determine where more resources are needed. ERS author Debby Cryer points out that some indicators will score lower than others and emphasizes that the combination of indicators is more important than any single item. “Kids don’t need perfection for good development.”

There are 4 versions of the ERS. The Family Child Care Environment Rating Scale (FCCERS), the Infant/Toddler Environment Rating Scale (ITERS), the Early Childhood Environment Rating Scale for preschoolers (ECCERS), and the School-Age Environment Rating Scale (SACERS). Each scale addresses the same basic categories of indicators, including the environment, interactions, curriculum, program structure, and basic care routines, with adaptations addressing the specific qualities of those settings and age groups.

Trainings are being developed to bring more information and resources on the ERS scale to early childhood professionals across Oregon. Watch your local training calendar! You can also learn more by visiting the Environment Rating Scales Institute website at <https://www.ersi.info//index.html>.

ERS information cited from Teachers College Press. (2018). The Environment Rating Scale Institute. Retrieved from <https://www.ersi.info//index.html>.



oregonspark.org

Exploring the Standard

Lauren Peterson

LD5 – Outdoor Gross Motor Environment

The program provides an appropriate and well-maintained outdoor gross motor area with equipment that is accessible to all children in the program.

Standard LD5 looks at how your program's outdoor environment is supporting children's gross motor development. The standard addresses two key components – that a variety of skills are being addressed and that there are appropriate opportunities for children of all ages and developmental levels.

Reviewers often find that insufficient or unclear evidence for LD5 results in this standard not being passed. Usually, this is because the evidence submitted does not always address the gross motor needs of all of the ages and developmental levels of all of the children in the program. Two issues are often the reason for this. The first issue is that the written description and/or the photographs do not address the important component of different age groups/skill levels. The second issue is that the photographs lack explanatory captions, are unclear, or are insufficient in number to support the written description. Below are a few things to consider as you address this standard in your portfolio.

Written Description:

Your written description for LD5 can be a simple summary of how your outdoor environment supports the children's large motor development. What do the children do when they play outside? Tell us about how the children use their bodies in a variety of ways such as running, crawling, jumping, digging in the sand, or rolling balls. If you have infants and toddlers in your program, tell us about how they enjoy being outside. What do the preschoolers like doing? Do older, school age children play outside in your program? How do they use their bodies?

It is important to include documentation that addresses all of the ages and skill levels in your program. Reviewers often see numerous photos representing the preschooler's space and equipment but none indicating that the outdoor gross motor needs are being addressed for the younger (infants/toddlers) or older (school age) children. If you have infants and toddlers, the ways in which you are meeting their unique gross motor needs should be clearly addressed. Smaller climbing structures and trikes for toddlers or a space for infants to safely crawl around or have "tummy time" outdoors on a blanket can be described and photographed for your portfolio. Similarly, if you have school age children, describe and document how their gross motor skills are being enhanced in your program.

Photos:

Clear, captioned photos provide the documentation of your written description. For example:

- A picture of your play structure with the caption "LD5 3-star -- equipment for climbing."
- A photo of a grassy area for your mobile infants to safely crawl with the caption "LD5 3-star -- crawling area for babies."
- A picture of your trikes might be captioned "LD5 4-star -- portable gross motor equipment/trikes."
- A picture of a large open area indoors captioned "LD5 5-star -- indoor gross motor space"

The captions help the reviewers understand what specifically your photos are demonstrating. Additionally, please be sure to submit enough photos to indicate that there is adequate space and equipment for the number of children in your program.



WATERCOLOR & SALT SNOWFLAKES

Watercolor & Salt Snowflakes

Materials:

Construction Paper, Salt, Glue, Watercolor Paints,
Eye Dropper or Paint Brush, Pencil

Directions:

- Draw a snowflake on the piece of construction paper
- Trace over the snowflake with glue.
- Sprinkle salt over the wet glue and let dry.
- Paint the salt with water colors either by dripping it on with an eye dropper or with a paint brush.

Snowflake Books

Millions of Snowflakes By Mary McKenna Siddals
The Snowy Day By Ezra Jack Keats
Over & Under the Snow By Kate Messner

10 Little Snowflakes

Tune: 10 Little Indians

One little, two little, three little snowflakes,
Four little, five little, six little snowflakes,
Seven little, eight little, nine little snowflakes,
Ten little snowflakes on my tongue! (stick tongue out)

One little, two little, three little snowflakes,
Four little, five little, six little snowflakes,
Seven little, eight little, nine little snowflakes,
Ten little snowflakes on my hat! (pat head)

One little, two little, three little snowflakes,
Four little, five little, six little snowflakes,
Seven little, eight little, nine little snowflakes,
Ten little snowflakes on my mittens! (wiggle hands)

One little, two little, three little snowflakes,
Four little, five little, six little snowflakes,
Seven little, eight little, nine little snowflakes,
Ten little snowflakes on my boots! (point to feet)



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Snowflake, Snowflake

Snowflakes, snowflake
twirl around.

Snowflake, snowflake
touch the ground.

Snowflake, snowflake
land on my nose.

Snowflake, snowflake
freeze my toes.

Snowflake, snowflake
in the air.

Snowflake, snowflake tickle you
everywhere!



Snowflake Fun Facts

- It is estimated that roughly half of the people in the world have never seen snow in person.
- Snow is not actually white. It is translucent. Because light cannot pass through easily, it is reflected instead, resulting in its white color to the eye.
- There is a myth that no two snowflakes are alike. There may be snowflakes that appear very similar but nobody has ever been able to photograph two identical snowflakes. This doesn't mean that two identical snowflakes have never existed.
- Every snowflake has approximately 200 snow crystals
- A snowflake has six sides.
- A snowflake falls at a speed of 3 - 4 miles an hour.



Facts About George Washington

1. He was the first president.
2. He was born in 1732.
3. He was called "The Father of our Country".
4. He was commander of the army.
5. His face is on the quarter & one dollar bill.
6. He never lived in the White House.
7. The Washington Memorial was built in his honor.



Good Reads

What Presidents are Made of By Hanoch Piven
 Duck for President By Doreen Cronin
 Presidents' Day By Anne Rockwell
 Bad Kitty for President By Nick Bruel



President Coin Sorting

★ Presidents' Day ★

Do You Know? (Tune: Mary Had a Little Lamb)

Do you know who's on the penny?
 On the penny? On the penny?
 Do you know who's on the penny?
 Abraham Lincoln.
 Do you know who's on the quarter?
 On the quarter? On the quarter?
 Do you know who's on the quarter?
 George Washington.

It's a Very Special Day (Tune: If You're Happy and You Know It)
 It's a very special day today,
 Yes sir! (Clap twice)
 It's a very special day today,
 Yes sir! (Clap twice)
 It's President's Day,
 When we can shout and say,
 Have a happy, happy, happy, happy, day!
 (Clap twice)



Facts About Abraham Lincoln

1. He was the 16th president.
2. He lived in a log cabin.
3. When he was a child he loved to read.
4. He was a lawyer.
5. He kept important papers in his hat.
6. He helped free the slaves.
7. He was shot by John Wilkes Booth and died.



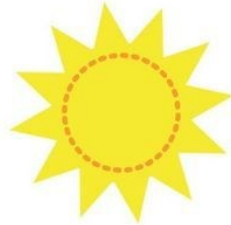
Spring Song

Tune: The Farmer in the Dell

The sun is shining bright
The sun is shining bright,
Oh how I love the warmth,
The sun is shining bright

The rain is falling down,
The rain is falling down,
Oh how I love the sound,
The rain is falling down

The flowers start to bloom,
The flowers start to bloom,
Oh how I love the sight,
The flowers start to bloom



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Spring Reads

When Spring Comes By Kevin Henkes

Big Earh, Little Me by Thom Wiley

People In Spring by Martha Elizabeth Hillman Rustad

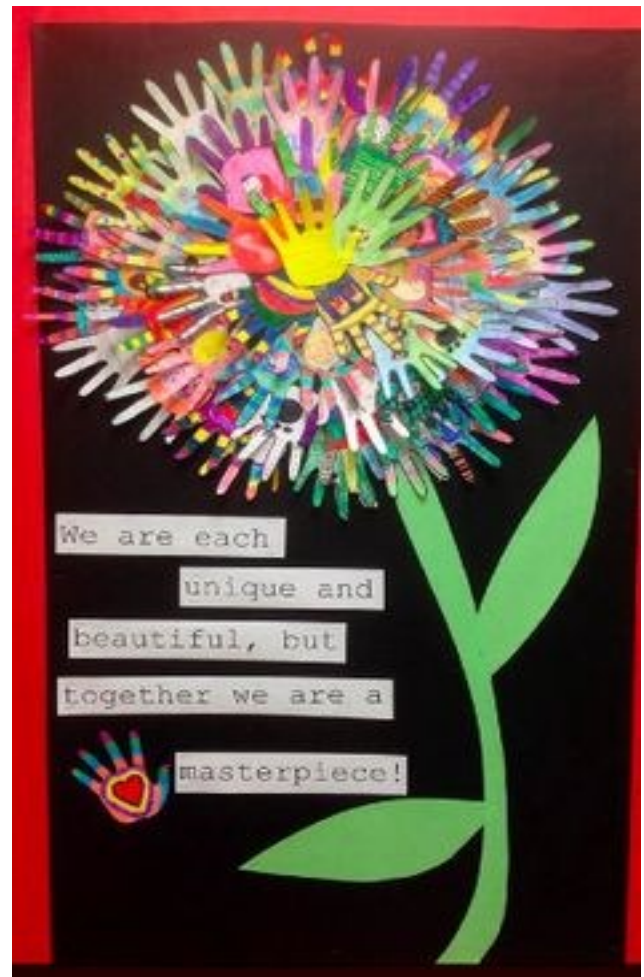
Animals In Spring by Martha Elizabeth Hillman Rustad

Plants In Spring by Martha Elizabeth Hillman Rustad



Raindrop
Sun Catchers

by Munchkins and Moms for Pre-K Pages



We are each
unique and
beautiful, but
together we are a
masterpiece!



Chromatography Butterflies

Science for Kids

BuggyandBuddy.com



Materials Needed:

- ⇒ Non permanent markers
- ⇒ White coffee filters
- ⇒ Pencil
- ⇒ Cups of water
- ⇒ Black pipe cleaners
- ⇒ String
- ⇒ Scissors

Cover your workspace with newspaper.

Using a marker, draw a thick circle around the center of the coffee filter where the ridged part meets the flat center. You can use the pencil to write the name of the color in the center of the circle. (This will help identify the original color used because the pencil won't smear in the water.) Fold the coffee filter in half and then in half again, resulting in a cone shape.

Using a short glass of water, balance the tip of the filter in the glass so just the tip is in the water. Make sure not to let the marker circle go in the water. The uncolored tip of the coffee filter cone is all that should be touching the water. Let it sit and watch what happens.

After the water has reached the outer edge of the coffee filter, place it flat on a newspaper to dry. Once the coffee filters are dry you can discuss the results and make your butterflies. To make the butterflies cut your pipe cleaner in half. Take a coffee filter and scrunch it up in the middle.

Wrap the pipe cleaner around the center of the coffee filter and shape the ends to form antennae. Tie a string to the center and hang.

Wrap the pipe cleaner around the center of the coffee filter and shape the ends to form antennae. Tie a string to the center and hang.

Butterfly Fun Facts

Butterflies flap their wings 5 times every second. * Butterflies taste with their front feet.

Butterflies are insects. * There are about 17,500 different species of butterflies.

Butterflies play an important role in pollinating the plants' flowers and vegetables that we need on the earth.