



# Little Embers Family Childcare

LITTLE EMBERS FAMILY CHILDCARE  
*CRYSTAL FALLS, MICHIGAN*  
FAMILY CHILDCARE SERVICES AGREEMENT

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**Effective Date:**

**Childcare Provider:** Alaina Nelson

**Parent(s)/Guardian(s):**

**Child(ren):** \_\_\_\_\_

**Date(s) of Birth:** \_\_\_\_\_

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### 1. Purpose

This Agreement outlines the terms and conditions under which Little Embers Family Childcare provides childcare services to the above-named children at:

**Location:** 307 S 4th Street, Crystal Falls, MI 49920

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### 2. Services Provided

- Individualized learning curriculum
  - Attentive care and play
  - Nutritious meals and snacks (following CACFP guidelines)
  - Indoor and Outdoor physical activity (weather permitting)
  - Social interaction and preparation for school
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### 3. Operating Hours

**Days:** Monday through Friday

**Hours:** 5:45 AM - 5:45 PM

**Capacity:** 4 children per day (ask me if weekend care is available)

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#### 4. Absences & Holding a Spot

- **Tuition is for the child's spot - not attendance.**
  - **14-Day Notice Required** for absences due to vacation or other time off.
  - **No Credit or Refunds** for missed days unless otherwise approved.
  - **Priority enrollment** for families committing to full-time care (40 hrs/week and up).
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#### 5. Sick Day Policy

Each child enrolled is given **3 (unpaid) sick days per calendar year.**

- Parents or guardians should notify ASAP to spread awareness and prevent spread
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#### 6. Rates

Tuition costs are determined by many factors: availability, amenities and upkeep, supplies, learning tools, equipment, toys, licensing fees and standards, employee ongoing education standards,

Infants and toddlers require a higher staff-to-child ratio and specialized care. Rates reflect the cost of operating in our specific geographic area, including rent, utilities, insurance, and other overheads.

This pricing structure aims to cover operating expenses while ensuring a sustainable business model that prioritizes quality care for every child.

- **Hourly Rate:**
  - \$5.25/hour full-time
    - (save at least \$20/week compared to part-time)
  - \$5.75/hour part-time
- **Deposit to enroll:**
  - \$210 for full-time
    - Full-time is anything 40 or more hours per week
  - Part-time deposit amount is calculated based on whatever the average number of hours spent/week will be at enrollment
    - Example
      - 20hrs = \$110
      - 15hrs = \$82.50

- o All deposits can be credited to final week if notice is given

**Payment Due:** To be determined at time of enrollment

**Date:**

**Circle:** Weekly, bi-monthly, or monthly

**Late Fees:**

- 1st Late: 10%
- 2nd Late: 15%
- 3rd Late: 25% + formal warning
- 4th Late: 30% + termination of services

**Payment Methods:** Cash, Check, CashApp

**Scheduled Closures**

Parents will be made aware of scheduled closures at least 1 month prior to when they occur. Parents will be provided with a calendar upon enrollment with the vast majority of set closures already predetermined.

All scheduled closures, including holidays, medical appointments, or other scheduled half-day or full-day absences, are incorporated into the tuition rate structure. Tuition fees for enrollment are charged at the regular rate regardless of scheduled closures, and no adjustments, credits, or refunds will be provided. In summary, tuition for both full-time and part-time spots stays the same each week.

## 7. Cancellations & Termination

- 14-day written notice required for ending care or reducing schedule
  - o You will be given a confirmation note
- Deposit is forfeited if sufficient notice is not given
- Provider may terminate care for non-payment, safety concerns, or unresolved major behavioral issues

## 8. Emergency & Illness Policy

- Sick children must stay home; the provider may refuse care for fever, vomiting, diarrhea etc.
- Emergency contact and medical authorization forms are required

## 9. Parent Responsibilities

- **On-time** pickup is not only polite, but expected.
  - Provide accurate emergency and authorized pick-up information
  - Notify of allergies or special needs
  - Provide supplies needed that are not included in tuition costs
    - Example - Diapers and wipes
  - Upon notification that their child is misbehaving, it is expected that parents act in an effort to improve said behaviors
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## 10. Behavior Management

- Positive reinforcement and redirection used
  - No physical punishment or isolation
  - Behavior plans developed collaboratively if needed
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## 11. Age Range

- We cater to children ages up to 5
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## 12. Miscellaneous

- Confidentiality of family information is respected
  - Provider is not liable for injury unless due to negligence
  - Policies may be updated with 2 week notice to families
- 

## Acknowledgment & Signature

By signing below, both parties agree to the terms in this agreement:

Parent/Guardian Name(s): \_\_\_\_\_

Childcare Provider Name: Alaina Nelson

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Childcare Provider Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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# Parent Medical Form



## Child Medical & Emergency Information Form

Please complete one form per child. This form must be updated annually or anytime information changes.

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### Child Information

- Full Name: \_\_\_\_\_
  - Date of Birth: \_\_\_\_\_
  - Gender: \_\_\_\_\_
- 

### Parent/Guardian Information

#### Primary Parent/Guardian

- Full Name: \_\_\_\_\_
- Relationship to Child: \_\_\_\_\_
- Phone Number (Cell): \_\_\_\_\_
- Email: \_\_\_\_\_

#### Secondary Parent/Guardian

- Full Name: \_\_\_\_\_
  - Relationship to Child: \_\_\_\_\_
  - Phone Number (Cell): \_\_\_\_\_
  - Email: \_\_\_\_\_
- 

### Emergency Contacts (Other than Parents)

- Name: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Relationship: \_\_\_\_\_

- Name: \_\_\_\_\_
  - Phone: \_\_\_\_\_
  - Relationship: \_\_\_\_\_
- 

#### Medical Provider Information

- Doctor's Name: \_\_\_\_\_
  - Clinic/Hospital Name: \_\_\_\_\_
  - Phone Number: \_\_\_\_\_
  - Preferred Hospital in Emergency: \_\_\_\_\_
- 

#### Medical History & Conditions

- Does your child have any conditions we should be aware of?
- 

#### Permissions

- I authorize Little Embers Family Childcare to seek emergency medical care for my child if I cannot be reached:
  - I authorize Little Embers to administer over-the-counter topical products (e.g., sunscreen, diaper cream):
  - I acknowledge that it is my responsibility to provide up-to-date and accurate medical information on my child at all times
- 

#### Parent/Guardian Signature

I certify that the information provided above is accurate and up to date.

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

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Thank you for helping us keep your child safe and healthy!



# Pick-Up Authorization



## Pick-Up Authorization Form

This form ensures the safety of each child by authorizing who may (and may not) pick them up from care. Only individuals listed below will be allowed to pick up your child unless the provider receives written or verbal permission from the parent/guardian.

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### Child Information

- Full Name: \_\_\_\_\_
  - Date of Birth: \_\_\_\_\_
- 

### Parent/Guardian Information

- Name: \_\_\_\_\_
  - Phone Number: \_\_\_\_\_
- 

## Authorized Individuals for Pick-Up

Please list all individuals authorized to pick up your child.

Full Name	Relationship to Child	Phone Number
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### **Unauthorized Individuals (Optional)**

Please list any individuals who are specifically NOT allowed to pick up your child.

Full Name	Relationship to Child
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**Note:** If custody or court orders apply, please provide a copy to the provider for records.

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### **Emergency Permission**

If I cannot be reached, I authorize the individuals listed above to pick up my child in case of emergency:

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### **Parent/Guardian Signature**

I understand that any changes to this list must be made in writing and signed by a parent or legal guardian. I certify that the above information is accurate.

**Signature:** \_\_\_\_\_

**Printed Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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Thank you for helping us maintain a safe and secure environment for your child!

## Little Embers Family Childcare Crystal Falls, Michigan

Here's a categorized list of your child's new curriculum, organized by five levels of difficulty — from very basic foundational skills to more complex ideas that require self-awareness, memory, or coordination. This can be used for early childhood development, planning activities, or understanding learning progression.

If you do not wish for me to address any of the following topics with your child **AT ALL**, please put an 'X'.

### Level 1: Core Foundations (Simple Imitation & Awareness)

Age Range: 12-24 months (approx.)

Skills:

- Responding to name
- Eye contact and pointing
- Waving hello/goodbye
- Clapping hands
- Identifying body parts (nose, eyes, belly, etc.)
- Holding a spoon or cup
- Stacking 2-3 blocks
- Making simple animal sounds
- Following a one-step command ("Give me the ball, please.")
- Associating sounds with objects ("moo" = cow)
- Focus: Observation, mimicry, basic motor skills

### Level 2: Functional Understanding (Simple Choice & Repetition)

Age Range: 18-30 months

Skills:

- Matching colors and shapes
- Naming common objects
- Sorting toys by type or color
- Identifying emotions on faces (happy, sad)
- Brushing teeth (with help)

- Washing hands with guidance
- Simple puzzles (3-6 pieces)
- Singing simple songs
- Putting on/taking off simple clothing items
- Choosing between two options ("apple or banana?")
- Focus: Naming, sorting, emotional awareness, imitation with intent

### Level 3: Practical Independence (Sequencing & Memory)

Age Range: 2-3 years

Skills:

- Potty training basics
- Using "please" and "thank you"
- Remembering routines (brushing teeth before bed)
- Cleaning up toys with minimal prompting
- Following 2-step directions ("Get your shoes and bring them here, please. ")
- Identifying numbers 1-5
- Singing songs from memory
- Simple counting (1 to 10)
- Recognizing own name in writing
- Pretend play with stuffed animals or dolls
- Focus: Cause/effect, basic memory, self-care routines, role play
- Mild Manners and Politeness "please"
- Private parts are private.

### Level 4: Early Reasoning (Cause, Choices, Emotions)

Age Range: 2.5-4 years

Skills:

- Naming and managing more complex emotions (frustrated, scared)
- Asking "why" questions
- Describing sequences ("First we eat, then we play")
- Problem-solving with help ("How do we fix this puzzle?")
- Making safe choices ("Is this safe to touch?")

- Identifying letters and some letter sounds
- Recognizing patterns
- Sharing and turn-taking with guidance
- Telling very short stories
- Simple cooking tasks (pouring, mixing)
- Manners and Politeness - Why we are polite.

Focus: Reasoning, sequencing, emotional insight, early literacy

Level 5: Abstract Concepts (Morality, Planning, Identity)

Age Range: 3.5-5 years

Skills:

- Understanding fairness ("That's not fair!")
- Empathy ("How would you feel if...?")
- Recognizing lying vs. truth
- Remembering and retelling multi-step experiences
- Understanding time words (yesterday, tomorrow, later)
- Making up stories and imaginary scenarios
- Playing group games with rules (Duck Duck Goose, Simon Says)
- Asking philosophical questions ("Where do people go when they die?")
- Expressing preferences with reasoning ("I like blue because it's like the sky")
- Practicing compromise or negotiation ("I'll trade you this toy for that one")
- Manners and Politeness - Being considerate of others

Focus: Morality, abstract thought, future planning, identity-building

## **Safety & Self-Knowledge Skills**

Level 1: Awareness of Self and Adults (1.5–2.5 years)

Goal: Build identity awareness and connect it to familiar people or routines.

- Says their first name
- Points to self in photos or mirrors
- Identifies parents or caregivers by name
- Knows who to ask for help (e.g., teacher, grandma)

 Level 2: Naming Important Info (2–3 years)

Goal: Begin memorizing core identity info and understanding who it belongs to.

- Says full name clearly
- Knows parent(s)' actual names
- Says their birthday
- Describes home ("blue house," "apartment with stairs")
- Recognizes a parent's phone number with prompting

 Level 3: Memorizing Personal & Emergency Info (3–4 years)

Goal: Commit essential identity and contact info to memory for emergencies.

- Memorizes full home address (street, city)
- Recites parent or caregiver phone number

- Knows what to do if lost ("Find a helper")
- Knows last names of caregivers
- Recognizes 911 and its purpose

● Level 4: Recognizing Danger & Seeking Help (3.5-5 years)

Goal: Understand basic dangers and how to respond or seek help.

- Can identify "safe strangers" (police officer, store worker)
- Understands basics of fire safety ("Stop, Drop, and Roll")
- Identifies poisons, sharp objects, or unsafe situations
- Knows when and how to call 911
- Can say "No" to unsafe situations confidently



# Discipline Policy

## Discipline & Guidance Policy

### Policy Statement:

Discipline in our program is used to guide children toward self-control and positive behavior. All guidance will be developmentally appropriate, respectful, and consistent.

### Discipline will include:

- Setting clear, age-appropriate limits
- Redirecting inappropriate behavior
- Teaching problem-solving skills
- Using natural and logical consequences
- Encouraging positive behavior through praise and modeling

### Prohibited practices:

- We will never use:
- Corporal punishment (hitting, shaking, biting, etc.)
- Shaming, yelling, or threatening
- Isolation without supervision
- Withholding food, rest, or bathroom access as punishment

### Communication with Parents:

Parents will be informed of significant or repeated behavior issues, and we will work together on strategies that support the child's growth.

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_





# Availability



## Official Calendar and Closings 2026

Normal hours are Monday-Friday 5:30am - 5:30pm. However, there are occasional exceptions. The following calendars are highlighted in grey to show which days Little Embers Family Childcare will be undoubtedly closed. Days that are not highlighted (including Saturdays and Sundays) are potentially open upon request. Ask any time!

2025

January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March

S	M	T	W	T	F	S
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

April

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	T	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September

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	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

S	M	T	W	T	F	S
30						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

December

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3



## Official Calendar and Closings 2026

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# 2026

January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	T	W	T	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	T	F	S
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# Emergency Plans



Little Embers keeps a filing system for each of the children. We ask parents to supply some time with a clear picture of their child to include in their file so that in the event of an emergency, emergency personnel know what your child looks like. The following are the protocols we will follow in the event of an emergency.

## LEFC Emergency Preparedness Plans

**Fire, Tornado, Water Hazards, Injury/ Sudden Illness, Health Hazards, Power Outage, Severe Weather (Winter), Intruders, Kidnappings, and Bomb Threats**

### Fire

1. I will give a calm, loud, and clear **evacuation signal** ("There is an emergency, so we are leaving the building right now!").
  2. I will **gather the children** quickly while closing doors behind me, if able to, in order to try and slow the fire spread.
  3. We (the children and I) will use a predesignated primary **exit route**; if blocked, use an **alternate route**.
  4. I will do a **headcount** before leaving the building
  5. We will move to a designated outdoor meeting spot at least **50 feet** from the building. (This varies depending on the weather/season)
  6. **911** will be called if not already done.
  7. If safe, I will go into my garage and grab my pre-prepared **Emergency Preparedness Tote**
    - a. This contains
      - i. Emergency contact binder
      - ii. First-aid kit
      - iii. Water and Snacks
      - iv. Blankets
  8. I will do another **head count**.
  9. Notify **parents** as soon as possible.
  10. I will keep children together, calm, and accounted for until cleared to re-enter or parents arrive.
- 

### Tornado / Severe Weather

1. I will give a calm, loud, and clear **evacuation signal** ("There is an emergency. Everyone follow me!").
2. I will bring the children down into my **garage** that is semi-underground, and we will remain along the **back-most wall**.
3. I will do a **headcount** before leaving the safe area.
4. I will take out my **Emergency Preparedness Tote**.
  - a. (Refer to section 7 of the Fire Emergency plan)

5. We will all **sit or kneel against the interior wall**, possibly underneath my stairs, and I will have the children covering their heads with their arms.
  6. **Smallest babies** who cannot do number 4 will be held or placed in a safe location beside me like a crib or pack-n-play
  7. **Stay tuned** to weather alerts on phone or battery-powered radio.
  8. We will **remain sheltered** until the “all clear” is given by authorities.
  9. I will do a **headcount** before leaving the safe area.
  10. **Notify emergency responders and parents** if there was any damage or injury.
- 

### Water Emergency (Flood, Burst Pipe, etc.)

1. I will move any children away from the water source and affected areas **immediately**.
  2. I will **shut off** the water supply if it is safe to do so.
  3. If needed, we will **evacuate** to a dry, safe part of the home or outside if flooding is severe.
  4. For outdoor flooding risk, we will relocate to **higher ground** like further up the hill that the building sits on.
  5. I will do **headcounts** and keep children together and accounted for at all times.
  6. I will call **911** if water poses a danger to safety; Notify **parents** of situation and pickup needs.
- 

### Serious Accident, Illness, or Injury

1. I will stay with the injured or ill child and assess the situation.
  2. I will call **911** for life-threatening conditions.
  3. I will provide **first aid/CPR** if it makes sense to do so.
  4. If another adult is home, I will temporarily assign them to supervise other children away from the scene.
  5. I will contact the child's parents **immediately**.
  6. I will keep any injured child as **comfortable** as possible until help arrives.
  7. The incident will be documented after the child is cared for.
- 

### Health Hazards

1. I will stay informed about current **health alerts** and follow local/state health department guidelines.
2. I will keep children indoors if **air quality** is poor or health risks are high.

3. I will ensure everyone practices **good hygiene**: regular handwashing and use of sanitizer.
  4. I will wear **masks** and encourage children to do so if recommended.
  5. I will clean and **disinfect** high-touch surfaces frequently throughout the day.
  6. I will watch for any **signs of illness** and separate any child who shows symptoms immediately.
  7. I will **notify parents** promptly if their child shows signs of illness or if there's an exposure risk.
  8. I will limit visitors and group activities to **reduce exposure** during a health hazard event.
  9. I will **communicate** clearly with parents about ongoing health precautions and any changes in care or schedules.
- 

### Power Outage / Utility Failure

1. I will bring out my Emergency Preparedness Tote (refer to Fire section #7)
  2. I will keep children in a safe, lit area if possible with battery powered lights and candles that are out of reach.
  3. Notify parents about the outage and any pickup changes.
  4. I will go grab my Power Outage Kit.
  5. I will keep children calm.
  6. If an outage is due to severe weather, I will follow Weather Emergency Procedures.
  7. I will monitor temperatures in the home — if unsafe, arrange early pickup or relocation.
- 

### Weather Emergency Procedures

In the event of severe cold/snow, I will...

1. Stay Informed:
  - a. Keep a battery-powered weather **radio or phone app** on hand for real-time alerts
2. Prepare the Space:
  - a. Bring out my **emergency preparedness tote** (refer to Fire section #7)
3. Keep Calm and Reassure:
  - a. Speak calmly to children and keep them engaged or distracted to **reduce fear**.
  - b. Stay close and **supervise continuously**.
4. Monitor Conditions:
  - a. Listen to updates until the official "all clear" is given by **local authorities**.
5. Be alert for secondary hazards like flooding or power outages.
  - a. Heating and **temperature** will be maintained through woodburning
  - b. Children will be **kept away from fireplace** at all times, always – whether there is an active fire or not

6. After the Severe Weather Passes:
    - a. Conduct a **headcount** to ensure all children are accounted for.
    - b. Check for **injuries** and provide first aid if necessary.
    - c. Inspect the area for damage or **hazards** before leaving the safe spot.
  7. Notify parents **promptly** if there was any impact or change to pick-up plans.
- 

## Intruder / Active Threat

1. If intruder is outside:
    - o **Lock** all doors and windows, close **blinds**, turn off **lights**.
    - o Gather children in the safest **interior room**. (As this is a public document, only parents will be told which specific room this is)
  2. If an intruder is inside, I will...
    - o Complete a quick **headcount** and **evacuate** the children through a safe exit, if possible without encountering the threat
      - i. **Call 911** and do another head count in a safe location
      - ii. Tend to any possible **injuries**
      - iii. Notify **parents** as soon as possible.
    - o If evacuation is not possible, I will...
      - i. **Barricade** the children and I in the best available room and help them stay quiet
      - ii. **Hide children** out of sight if at all possible
      - iii. Contact **911** as quietly as possible
      - iv. **Defend us** against intruders if they attempt to break through the barricade.
      - v. Tend to any **injuries**, if at all
      - vi. Notify **parents** as soon as possible
  3. Call **911** if I was unable to prior
  4. Keep children **calm** and quiet until authorities arrive.
  5. Do a **headcount** before and after moving locations.
- 

## Attempted Kidnapping

1. I will quickly **assess the situation** — number of people involved, location, and immediate risks.
    - a. Try to remember as many **details** as possible
  2. Protection
    - a. Immediately gather all children close to you or a safe spot.
    - b. If outside, move to a secure indoor location if possible.
    - c. Physically position yourself **between** the threat and the children.
  3. I will **call 911** immediately and provide them with all the details I can
    - a. Examples
      - i. Suspects description
      - ii. Escape vehicle description
      - iii. Child/ren descriptions
      - iv. Other relevant information
  4. I will **alert others** nearby if applicable
    - a. Yell for help loudly to attract attention without escalating the threat.
    - b. If there are other adults or neighbors nearby, signal or call for assistance.
  5. I will **not** release any child without proof of identity first
  6. I will use any available safety measures
    - a. Lock doors, activate alarms, or use any safety tools available.
  7. I will keep children quiet and calm, but **ready to move** quickly if needed.
  8. After the Threat Ends:
    - a. Check all children to ensure no one is **missing or injured**.
    - b. Contact **parents** immediately to inform them of the incident and your status.
    - c. Cooperate fully with law enforcement when they arrive.
- 

## Bomb Threat

In the event of a bomb threat, whether it is direct or indirect...

- a. If I receive a bomb threat directly by phone, I...
  - i. **Will not hang up** on the caller to prevent a negative response
  - ii. Stay on the line as long as possible, speak **calmly** and keep the caller talking, and take the following steps:
    1. If another person is close by, notify them and **tell them to call 9-1-1**

2. Write down the incoming phone number from the Caller ID.
  3. **Ask questions** like “When will the bomb explode?” “Where is it?” “What does it look like?” “What kind of bomb is it?”
2. I will stay calm and **keep the children calm**.
  3. I will immediately notify everyone to evacuate the building quickly and safely.
    - a. If I am still on the phone, I will do this by putting the phone on mute **momentarily** to prevent bomber countermeasures
  4. I will follow the primary evacuation route, if there are no visible suspicious people or vehicles nearby
    - a. If I see any unfamiliar people, I will have us exit through the alternative route that's not through the front of the building.
  5. I will do a **headcount** to ensure all children are accounted for once outside.
  6. I will move everyone to the pre-designated safe meeting area **far from the building**.
  7. I will **call 911** as soon as the bomber hangs up or I will have someone else do so
  8. I will **keep children together**, calm, and supervised until authorities arrive and give further instructions.
  9. I will notify parents about the situation as soon as safely possible and when it's safe to pick up their children

# ! Notice

Little Embers Family Childcare is located in a residential building where:

- **Wood is burned for heating**, which may cause intermittent smoke or wood-burning smells within the building.
  - Safety gates will always be in use around the fireplace as it is not only hot, but also made of stone
- **Pets (a dog and fish) are present on the premises**, and while we maintain strict cleaning and sanitation practices, pet dander may still be present.
  - Animals will not be permitted around children unless supervised
  - Animals will not be permitted in areas where food is being prepared, consumed, or stored.
  - If your child has a fear of dogs or does not yet know how to treat animals, please let me know. Perhaps we can work to change that in a controlled environment.

Families with **sensitivities, allergies, asthma, or other respiratory conditions** should consider these factors when making enrollment decisions.

Our priority is to maintain a safe, healthy, and comfortable environment for all children in our care. Please contact us with any questions or concerns before enrollment.



Holidays



## Holidays

Please note that while I am committed to supporting families throughout the year, childcare services are not provided on the following holidays, as these are occasions where I want to provide my own family the attention they deserve.

New Year's Day 🍷

Easter 🐣

Independence Day (United States) 🍌

Halloween 🎃

Thanksgiving 🦃

Labor Day 🏋️

Christmas Eve 🎄

Christmas Day 🎁