

# PARENT HANDBOOK

## 2019-2020



For the parents/guardians of children who are enrolled in Head Start Early Head Start, ABC or State PreK classrooms

**The mission of BRAD Child Development Programs is to close the achievement gap by focusing on positive child and family outcomes; resulting in a better future for children, families and communities**

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Dear Parent,

Welcome to the BRAD Child Development Program! We look forward to getting to know you and your family. As a first step, we have developed this handbook to give you introductory information about our program.

This handbook contains information about all of the different service areas of the program and how they apply to your child and your family. It also contains policies and procedures that will help you understand the BRAD Child Development Program and how it directly affects your child and family. Please read all sections of this handbook and keep it for future reference.

As the parent/legal guardian of your child, you are welcome in the center at any time during the day to visit with your child, volunteer in the classroom or speak with any staff member with comments or concerns about your child or family.

Once again, welcome to BRAD Child Development Programs! We look forward to working with you and your child to ensure that your child is healthy, happy and **ready for kindergarten**.

Sincerely,

**BRAD Child Development Programs Staff**

## Center Contact Information

All staff can be contacted by email at first initial last name@bradcorp.org

Center	Center Director/Phone	Family Advocate/Center Clerk/Phone
Walnut Ridge Child Development Center	Sonia Self 886-9284	Kathy Penn 886-3979
Walnut Ridge Early Child Development Center	Karla Ohlson 886-6088	Karla Ohlson 886-6088
Black River Child Development Center	Carla Matthews 892-5112	Sara Smith or Jennifer Poindexter 892-7790 or 892-5112
Oak Street Child Development Center	Pam Ray 892-1417	Pam Ray 892-1417
Corning Child Development Center	Joy Hudson 857-6572 or 857-5241	Carrie Malone 857-6572 or 857-5240
Virginia Atkison Child Development Center	Toshya Lane 857-6572 or 857-5240	Katie Hampton 857-6572 or 857-5240
Piggott Child Development Center	Tina White 598-5850 or 598-5851	Stephanie March 598-5850 or 598-5851
James W. Graves Child Development Center (Rector)	Heather Little 595-3811	Heather Little 595-3811
BREDCDC Expansion	Gail Jones 892-0241	Pam Ray 892-1417
Rison Child Development Center	Patricia Bell, Center Director 325-6305	Melissa Williams, EHS Mgr. 325-6324
Woodlawn Child Development Center	Laura Stanfield, Center Director 357-6760	Melissa Williams, EHS Mgr. 325-6324

### **Mission Statement**

The mission of BRAD Child Development Programs is to close the achievement gap by focusing on positive child and family outcomes; resulting in a better future for children, families and communities.

### **Vision Statement**

To be recognized as the best child development program in the nation.

### **Core Values**

Excellence

Respect

Trust

Partnerships

Life-long Learning

Integrity

Care and Compassion

Teamwork

Professional Growth

### **BRAD Child Development Programs**

#### **Central Office Staff**

Rhonda Ahrent, Executive Director

Eric Young, Chief Fiscal Officer

Mary Whitlow, Fiscal Assistant

Sherry Walley, Program Director

Melinda Calhoun, Health and Safety Mgr.

Sandy Borreson, Family and Community Engagement Mgr./CCDF Coordinator

Shawna Lynch, Child Development Manager

Angela Blankenship, Child Development Manager

Janene Halcomb, Nutrition/Facilities Mgr.

Amy Thomas, Mental Health and Disabilities Mgr.

Luane Casey, Data Systems Administrator

Darla Pender, Human Resources/Grants Mgr.

Laura Graham, Accounts Payable/Payroll Secretary

Melanie Wilson, Fiscal Assistant

Trai-Leigh White, Human Resources/Accounts Payable Assistant

**Central office staff can be contacted by email at: first initial last [name@bradcorp.org](mailto:firstinitiallast@bradcorp.org).**

This is an Equal Opportunity Program. Discrimination is prohibited by Federal law. Complaints of discrimination may be filed with the USDA,

## **Our Promise to You: Confidentiality**

Our relationship with your family begins with a promise – all information that you provide to program staff during your family’s enrollment and participation in our program is protected by confidentiality.

No information that you share with us, either verbally or in writing, is shared with any other persons or agencies without your written consent.

All children and family records are kept in locked filing cabinets and on our computerized data tracking system which is password protected.

Only BRAD Child Development Programs staff such as your child’s teacher, your family advocate or other authorized personnel has access to your records. Other authorized personnel may include BRAD Central Office staff, state licensing officials, or program evaluation officials. Any person other than BRAD Child Development Programs staff who reviews your child’s records must sign the confidentiality agreement in the front of your child’s records indicating the purpose of the review.

All personnel are committed to the assurance of confidentiality for your family. In addition to all written records, you are assured confidentiality of all conversations, conferences, and other verbal communications.\*

Beginning with this promise of confidentiality, we hope to build a partnership with you and your family. We hope that you will grow to trust the program staff that you work with and know that they will offer respectful assistance when needed and, at the same time, guard your privacy.

\* Exception: please see policies pertaining to child abuse and neglect reporting on page 34 of this handbook.

## **Transporting Your Child Safely/Arkansas Laws**

The Arkansas Child Passenger Protection Law states that all children must be restrained in an appropriate child safety seat until the age of six or until the child weighs at least 60 pounds. As you transport your child to and from the center, please follow these guidelines that are in compliance with state law and provide maximum safety for your child.

1. A rear-facing infant carrier or rear-facing convertible seat should be used until your child is at least 12 months of age and weighs at least 20 pounds.
2. Children over one year of age and weighing between 20 and 40 pounds should use a forward-facing seat with a harness. Use of this type of restraint should be continued until the child weighs approximately 40 pounds.
3. Children who weigh between 40 and 80 pounds should ride in booster seats. Use of a booster seat should continue until the child fits into the adult lap and shoulder seatbelts (at approximately 80 pounds with a height of 4’ 10”).
4. Children who are over six years of age or weigh more than 60 pounds must ride in a seat belt until age 15. The backseat is the safest place to ride for all children under the age of 13.
5. For all child safety seats, remember to carefully read your seat owner’s manual and your vehicle owner’s manual for proper installation.
6. For more information on car seat restraints, or to learn how to properly install your child’s care seat, call the Community Outreach Department at Arkansas Children’s Hospital at 501-320-KIDS.
7. In Arkansas, it is illegal to smoke in an automobile with a child who is less than 14 years of age. Please do not smoke in a vehicle with your children.

Please follow these guidelines. Failure to do so is a violation of state law. But, most importantly, follow these guidelines to insure your child’s safety. If you need assistance in obtaining or installing the proper safety seat for your child, please let us know. We may be able to find resources to assist you.

## Safe Parking at the Center

When you arrive at the center, please observe these parking regulations and safe driving guidelines:

1. If your center has a “No Parking” zone at the front of the center, please do not park in this area. The area has been designated as a “No Parking” area for safety reasons. It serves as a fire lane so that fire trucks or other emergency vehicles will have direct access to the center in the event of an emergency. Your vehicle should not block this area. Because this area is also directly in front of the entrance, keeping this area clear of vehicles also ensures the safety of children and parents as they enter and exit the facility.
2. Please do not park in parking spots that are reserved for persons with disabilities. These spots are reserved so that persons with physical limitations will have easy access to the facility. Only persons with a displayed permit are allowed to park in these areas.
3. Always be aware of pedestrians. The parking lot at the center is very busy at drop-off and pick-up times. Always be aware that there may be small children near your vehicle and drive with caution.
4. As another safety measure, your child should never be left unattended in your automobile. Your child is not safe when unattended, even in a locked car. Always bring siblings into the center with you when you arrive at the center to drop off or pick up your child. This is the best practice to ensure the safety of your child.



## Pedestrian Safety Guidelines

When walking with your children, whether to the center or at any other time, please observe and teach your children about the following safety tips for walkers:

1. Always walk on the sidewalk. If there is no sidewalk, always walk facing traffic so you can observe on-coming traffic.
2. Wear brightly colored clothing in the daytime and reflective clothing at night to ensure that you are seen by approaching drivers.
3. When crossing the street or walking in a parking lot:
  - Cross only at corners or marked crosswalks.
  - Stop, look left, right, and then left again, and listen before crossing.
  - If there are parked cars where you are crossing, make sure that no driver is beginning to pull out.
  - Make eye contact with drivers. Never assume that drivers have seen you.
  - Never allow small children to cross alone. Young children do not yet have the cognitive skills necessary to make good judgments about when it is safe to cross.

Preschool children are quick and often unaware of danger. Always hold your child’s hand to ensure that they do not run into dangerous situations. Always model and teach safe pedestrian rules and supervise your children at all times to ensure their safety.

## Family Engagement in BRAD Child Development Programs

The fact that you have chosen to enroll your child in our program shows that you are an active, involved parent who wants to provide the very best opportunities for your child and family. In BRAD Child Development Programs, we recognize that you as a parent are the first and most influential teacher for your child. Because of the importance of your role in your child's life, we ask that you become our partner in your child's educational experiences. While your child is enrolled in our program, you will be provided with many opportunities for engagement in the program. These include:

- Working with your child's teacher to establish educational goals for your child.
- Working as a classroom volunteer at your child's center.
- Scheduling and taking your child for health services, such as appointments for physical exams.
- Attending parent meetings that give you the opportunity to voice your concerns and ideas about the program. If you are enrolled in Head Start or Early Head Start, you will be part of a parent group that will elect officers to conduct these meetings. The president and vice-president of your group will also serve as representative and alternate on the Head Start/Early Head Start Policy Council. The Policy Council is a decision-making group made up mostly of volunteer Head Start and Early Head Start parents. Other members are representatives from the community who volunteer their time for the program. The Policy Council meets once every two months in Pocahontas. Members of the policy council vote on issues concerning policies and procedures for the program.
- Participation in parent educational activities that will help you learn more about your child's health, development and well-being. We are excited to have Teaching Important Parenting Skills: TIPS for Great Kids in our program. TIPS brings you parent information on topics you want when you want it. It is designed to meet your needs or concerns. TIPS will provide you with educational information on a wide variety of topics. Please ask your child's teacher about the TIPS Program and how it will benefit your child and family.
- Participation in family partnerships that will help your family identify strengths and needs. From these strengths and needs, we will assist you to set goals and find resources to help your family accomplish these goals.
- Taking part in parent/child activities at the center. You will be invited to attend Family Learning Parties at the center. This activity will be led by one of the teachers at the center and she will teach you techniques that you can use to teach your child at home.
- Working with your child on Shine On Families At-Home Activities. These activities will provide learning experiences for your child with you as his/her teacher. The activities will be provided by your child's teacher and will be tied to your child's learning activities at the center during the same week. The time that you spend with your child on these activities is very beneficial for your child. It is also considered volunteer time for you. Your child's teacher will ask you to report the number of hours that you spend on these activities each week.
- Activities especially for fathers and children that encourage father participation in their children's educational and life experiences.

You will be asked to participate in many different ways while your child is enrolled in the program. Your participation is one of the key factors in achieving **school readiness** for your child. We appreciate you as a parent and value your ideas and suggestions. We look forward to getting to know you and your family and working with you to insure the success of your participation in the program.

## Family Life Practice Goals

During your child's enrollment in BRAD Child Development Programs, you will learn about Family Life Practice Goals. These are goals that you will be asked to work with your child's teacher or your family service worker to identify, establish and accomplish with your child and family.

Accomplishing Family Life Practice Goals will ensure the following for you, your child and family:

- Increased expressive language skills and experience-rich environments for your child. You will learn to encourage language skills for your child through positive parent and child interactions.
- Improved home environments through the implementation of regular routines. This includes regular, appropriate bedtime and wake-up time to ensure that your child has adequate sleep and a calm morning to ensure he/or she is ready to have the best day at school. It also includes regular family mealtimes and family time together. Establishing these routines leads to positive outcomes for your child and family.
- Using positive discipline techniques for interactions and guidance for your child. During your child's enrollment in the program, you will learn about Conscious Discipline, a positive approach for interactions with your child.
- Increased literacy activities in your home including learning the importance of reading to your child every day. You will also be provided with parent/child activities that promote literacy.

Information about all of these activities will be provided for you by your child's teacher or your family service worker through one-on-one sessions, parent group meetings, and through take home activities. We also ask that you volunteer in your child's classroom as often as possible to see all of these practices in action.

All of these activities are designed and provided to you to support practices at home that ensure school readiness for your child.

### Shine On, Families!

While your child is enrolled in the program, you will have many opportunities to learn about Shine On, Families! This includes parent meetings, Family Learning Parties, and working on activities at home with your child. Shine on Families is a parent curriculum designed to help you learn how to have positive and beneficial interactions with your child. You will be provided with activities to work on at home with your child. All of the activities are designed to help you learn to use the PEERE method to communicate with your child. PEERE stands for:

**Pause** – Be present with your child. Shut out other distractions. Take a deep breath together.

**Engage** – Get your child's full attention. Make eye contact. Ask curious questions.

**Encourage** – "You can do it!" Encourage your child to 2 way communication.

**Reflect** – "Let's talk about it". What did we learn together? Tell me your favorite part.

**Extend** – "Ready for more?" Use PEERE in all interactions with your child.

We invite you to attend all opportunities at the center so you can learn more about Shine On, Families.



## Attendance in BRAD Child Development Programs

Regular attendance is very important to your child and to the program. **Your child is enrolled for five days per week and must attend every day that he/she is not too ill to attend or does not meet other excused reasons for absence.** If your child will be absent, please call the center to inform your child's teacher. If we do not hear from you by 8:30, center staff will contact you to ensure your child's safety by determining that he/she is with you and will be tardy or absent. If your child is absent for unexcused reasons, your family service worker will contact you concerning your child's absence from the center and to see if there are problems with which we can offer assistance so that your child can return to the center as soon as possible. If unexcused absences continue, your child may be dismissed from the program for lack of attendance (pending approval from the Division of Early Childhood/ABC if your child is enrolled in a classroom that is funded by ABC or CCDF).

**Your child should arrive at the center no later than 8:00 am each day.** If your child arrives late in the morning, he/she will miss out on learning activities and not receive the full benefit of the program. If you are consistently late in bringing your child to the center, your child's teacher or center director will contact you about arriving on time each day. Three unexcused tardies are equal to 1 unexcused absence. If your child accumulates 4 unexcused absences through tardiness or full day absence, he/she may be dismissed from the program (pending approval from the Division of Early Childhood if your child is enrolled in a classroom that is funded by ABC or CCDF.)

**It is very important that you pick your child up on time every day.** You will be informed about your child's hours at the center when your child enrolls in the program. Your child's pick-up time will be based on your family's need. For example, parents who are not working or in school may be required to pick children up earlier than children whose parents are working or at school during the afternoon.

All centers are open each day from 7:30 am – 3:30 pm. After hours child care, from 3:30 pm – 4:15pm is available for families who meet the requirements of the CCDF program. If you are working or attending school and your child is not enrolled in after hours child care, please see the family service worker at your center about enrolling your child.

Remember, it is in the best interest of your child to establish a pattern of regular attendance for your child. Good attendance habits will help ensure that your child is **ready for kindergarten.**

## Pick-up List/Emergency Contacts/Authorized Adults

When you complete an application for BRAD Child Development Programs, you will be asked to provide a list of names and contact information for all of the people who you have authorized to have contact with your child at the center. This list of authorized adults will be the only people who will be given a code to enter the center to drop your child off, pick your child up, participate in center activities during center hours, visit your child at the center, or be contacted in case of emergency. The following are policies pertaining to picking up children at the center:

1. All children must be signed in on arrival and signed out at departure
2. All of the people on your pick-up list must be at least 16 years of age.
3. Photo identification (driver's license) will be requested if persons are unknown to center staff.
4. Always make sure that your list is up-to-date. Any changes to this information must be provided in writing. **Please do not call the center to add someone to your list.**
5. You should never share your code with someone with others.
6. There are some situations in which people will not be allowed to enter the center even if you have included them on your list. This includes any person who is under a restraining order or order of protection for any child, other family member, or staff member at the center. It also includes any person who is a registered sex offender who by law is prohibited from entering a child care center. It may also include any person who has displayed threatening or improper behavior toward children, families, or staff at the center.

Please follow these policies at all times. They are in place for the safety and protection of your child.

## Family Partnerships

Our program is a family-focused program that offers you and your family the opportunity to work together with BRAD Child Development Programs staff in partnership to identify family strengths and needs and to establish goals based on those strengths and needs. The success of the partnership depends on your level of participation and involvement. All information shared with program staff is kept in strict confidentiality.

BRAD Child Development staff is available to work with you through assistance, advocacy, or referral on any need that your family may have. Some of these needs may include, but are not limited to:

Housing	Energy Assistance	Employment
Food	Family Counseling	Child Care
Clothing	Substance Abuse	Financial Assistance
Health	Education	Parenting

Our program maintains an open door policy for parents and you are encouraged to take part in all aspects of the program. Staff is available to discuss any needs or concerns you may have. Welcome to the BRAD Child Development Programs family. Working together we can build a successful partnership that will be beneficial to your family and help you reach your goals. Making sure family needs are met will ensure that your child is **ready for school**.

## Father Engagement

Our program recognizes that both mothers and fathers play an essential role in the healthy development of their children. Mothers and fathers have different parenting styles and children learn from each one. Children benefit from a strong, cooperative co-parenting relationship between the mother and father whether or not parents reside in the same home.

Opportunities will be offered throughout the year for parents to attend activities and workshops on topics such as the importance of father involvement, parenting, and marriage enrichment. Our hope is that both mothers and fathers will share fully in all aspects of their of their child's educational experience.

## Community Engagement

In order to provide quality services for our children and families, BRAD Child Development Programs works to establish community partnerships with other agencies and providers of services related to the needs of enrolled children and families. These working partnerships can be either verbal or written agreements and provide for the efficient services to families. Community partnerships are essential to the quality of our program.

Some examples of established partnerships are: Health care providers (doctors, dentists, health offices), mental health providers, disabilities service providers, public schools, colleges, Department of Human Services, literacy councils, interagency councils, civic clubs, libraries, churches and many more.

Our partnership with these agencies enhances our program. All staff and parents are representatives of our program in the community and can work within the community to promote our program and improve our community.

We encourage you to be actively involved in community activities, such as becoming a registered voter, getting involved with parent/teacher organizations in your public school, attending local meetings on issues concerning your family or volunteering in your child's classroom.

Your involvement in advocacy for your family and in decision-making on issues in your community can bring about positive changes in your community.

## School Readiness

Dear Parent,

School readiness can have many different meanings. It could mean that you have your child registered for kindergarten at a school of your choice. It could also mean that you have practiced the alphabet with your child. Or it could mean that you have purchased a lunch box and new shoes along with the list of supplies found at Wal-Mart. To us here at BRAD Child Development Programs, it means preparing your child by teaching them the skills, knowledge and attitudes necessary for success in school and later in life. Our approach to school readiness applies to all children even the infants and toddlers we serve.

Families play a critical role in helping their children prepare for school and a lifetime of academic success. Many research studies indicate that a supportive family can have an impact on reading, writing and communicating. Families that support children in school have children who make friends, get along well with the teacher and the other students and who are excited and eager to learn. It is these children, the ones who have families that stand behind them, that stick with the difficult tasks and finish what they start. Even if you had an experience with school that was not so great, you have the power to help your child have a great and wonderful school outcome. There are four family life practices that you can start working on that will definitely have a positive effect on your child's success in school. The first is to use positive discipline. Tell your child what you want them to do instead of saying what not to do. Also, you can provide language-rich experiences. Talking to children as they experience the world teaches children vocabulary and shows them how to share thoughts. One very important goal is to establish family routines. Consistent family routines strengthen relationships and help children learn to regulate their behavior. Believe it or not, this self-regulation is critical for school success. Finally, read to your child. If you help your child learn to love reading, they will be more successful in all of their educational experiences.

At BRAD Child Development Programs, we have developed school readiness goals under six different domains. We think these goals are a work in progress and we are looking for feedback from you, public school officials, child care providers and our own staff. We will be working toward these goals with your child from the minute you enroll in the program. Children will not achieve these goals alone. They need our help and yours. You can participate in your "Bring back" activities to further help your child succeed. Children who have parents who are involved and interested and teachers who are knowledgeable and skilled will have a greater chance of being successful on these goals. These goals will not be reached by forcing children to participate in activities that are meant for older children, but they will be achieved with careful, intentional teaching and planning. To some this may look like play, but to the children, it is how they learn best!

As the BRAD Child Development Programs Education Specialist, I want to make a commitment to you. I want you to know that we will do all that we can to ensure that your child is ready for school and that the school is ready for your child. I hope you will commit to your child the support and help they need to be successful. We can all read daily to a child and we can all take time to talk with and listen to children. These two small acts can result in big payoffs as children gain new vocabulary, develop their thinking skills and expand new concepts and ideas. If I can answer any questions or support your family in any way, please do not hesitate to contact me. I can be reached at 870-892-4547 Ext. 258. Also, if you would like to help not only your child but all children in the program, please consider volunteering in the classroom. Please call for more information.

Sincerely,

*Shawna Lynch*

## School Readiness

BRAD Child Development Programs followed the Head Start Child and Development and Early Learning Framework and the Arkansas Benchmarks for Three and Four Year Old Children to develop the school readiness goals for children participating in our program. These two frameworks have been aligned in the Association of Measurements which shows the relationship of Arkansas Early Childhood Education Framework Benchmarks to other measurements.

Head Start Child Development and Early Learning Framework	BRAD Child Development Program School Readiness Goals	How does this look for parents
<p><b>Literacy Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Alphabet knowledge</li> <li>• Print Concepts &amp; Conventions</li> <li>• Early Writing</li> </ul>	<p><i>To foster early foundations of reading and writing children will:</i></p> <ul style="list-style-type: none"> <li>-explore the world of books and their characteristics</li> <li>-learn how language can be broken into words, syllables and small pieces of sound.</li> <li>-name letters of the alphabet.</li> <li>-recognize that letters of the alphabet have sounds</li> </ul>	<ol style="list-style-type: none"> <li>1. Read to your child as often as possible.</li> <li>2. Check out lending library books from the center to enjoy with your child.</li> <li>3. Help your child recognize the letters in their name.</li> <li>4. Recite and teach your child nursery rhymes.</li> <li>5. Play "I Spy" games with your child hunting for special letters.</li> <li>6. Select Reading With Your Child as a family life practice goal and work on this goal throughout the year.</li> <li>7. Try to read a book for at least 20 minutes, every night with your child before bed, or at another time that works for you.</li> <li>8. Limit screen time!</li> <li>9. Set a Family Life Practice goal around language and literacy.</li> <li>10. Attend a family learning party that focuses on language and literacy.</li> <li>11. Provide your child with paper and pencil whenever possible.</li> </ol>
<p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• Receptive Language</li> <li>• Expressive Language</li> </ul>	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>-use and understand increasingly complex and varied language.</li> <li>-use oral language to engage in conversation</li> </ul>	<ol style="list-style-type: none"> <li>1. Talk to your child frequently. It is so important that they hear new and different words.</li> <li>2. Help your child learn the words or the week that your classroom teacher will tell you about or post where you can see it.</li> </ol>

		<p>3. Describe out loud what you see your child doing and tell your child what you are doing.</p> <p>4. Select Providing Language Rich Experiences as a family life practice goal.</p> <p>5. Name the steps in an activity and the objects you are using to complete the activity.</p>
<p><b>English Language Development</b></p> <ul style="list-style-type: none"> <li>• Receptive English Language skills</li> <li>• Expressive English Language Skills</li> <li>• Engagement in English Literacy Activities</li> </ul>	<p>To foster the development of receptive and expressive English language skills, children who speak a home language other than English will demonstrate:</p> <p>Understanding of the English Language</p> <p>-speaking English</p> <p>Understand and respond to books, storytelling and songs presented in English</p>	
<p><b>Physical Development &amp; Health</b></p> <ul style="list-style-type: none"> <li>• Physical Health Status</li> <li>• Health Knowledge &amp; Practice</li> <li>• Gross Motor Skills</li> <li>• Fine motor skills</li> </ul>	<p><i>To promote early health habits,</i> children will :</p> <p>-Identify and practice healthy and safe habits</p> <p>-demonstrate control of large and small muscles to explore and function in their environment and support other developmental domains. (such as writing and cutting)</p>	<p>1. Complete activities sent home by the teacher with your child. Many of the activities will help your child develop their fine motor skills or in other terms, help your child develop the muscles in the hands. This is important for writing and cutting.</p> <p>2. Encourage your child to play outdoors. Join your child outside and play running games.</p> <p>3. Discuss healthy habits with your child such as eating the right foods, brushing their teeth and getting a good night's sleep.</p> <p>4. Always buckle your child up in their car seat.</p> <p>5. Encourage your child to wash their hands frequently. This is one of the best preventatives that can be done to avoid the flu.</p> <p>6. Avoid fast foods as a snack and choose something that is more nutritious and healthy such as yogurt or fruit.</p> <p>7. Choose Establish a Family Routine as a family life goal and work on this goal throughout the year.</p>

<p><b>Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Social Relationships</li> <li>• Self-Concept and Self – Efficacy</li> <li>• Self-Regulation</li> <li>• Emotional and Behavioral Health</li> </ul>	<p><i>To foster secure attachment with adults, maintain healthy relationships, self-regulation of behaviors and emotions, and develop a healthy personal identity, children will:</i></p> <ul style="list-style-type: none"> <li>-engage in positive relationships and interactions with others.</li> <li>-develop and display levels of self-awareness, autonomy, and self-expression that are rooted in their family and culture.</li> <li>-develop and display the ability to regulate emotions to accomplish one’s goals.</li> <li>-to learn and follow classroom rules, routines, and directions</li> </ul>	<ol style="list-style-type: none"> <li>1. Share I love you rituals with your child.</li> <li>2. Learn about Conscious Discipline and try using it at home.</li> <li>3. Establish routines for meal time and bedtime with your child and stick to them. Having routines will help your child know what to expect next and that creates a sense of security and safety for your child.</li> <li>4. Have family time together when you are totally engaged with no TV or electronic devices that will distract from quality time.</li> <li>5. Remember family routines are critical in helping your child to learn to self-regulate and to be successful in school.</li> <li>6. You may choose a Family Life Practice goal focused on routines.</li> <li>7. Come to a Family Learning Party and learn fun ways to help establish regular routines.</li> </ol>
<p><b>Logic and Reasoning</b></p> <ul style="list-style-type: none"> <li>• Reasoning &amp; Problem Solving</li> <li>• Symbolic Representation</li> </ul>	<p><i>To gather information, understand their world and make decisions, Children will:</i></p> <ul style="list-style-type: none"> <li>-use observations to gain or make sense of their surroundings.</li> <li>-use skills to think, reason, and use information</li> </ul>	<ol style="list-style-type: none"> <li>1. Encourage your child to look around and be aware of their surroundings. Comment and talk about the things your child sees in their environment.</li> <li>2. When your child gives you an answer, ask them why they think that is the correct answer. Have them explain what they are thinking.</li> </ol>
<p><b>Mathematics Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Number Concepts &amp; Quantities</li> <li>• Number Relationships and Operations</li> <li>• Geometry and Spatial Sense</li> <li>• Measurement &amp; Comparison</li> </ul>	<p><i>To understand number concepts, relationships, shapes, patterns and measurement, Children will:</i></p> <ul style="list-style-type: none"> <li>-use numbers to quantify, describe and problem solve.</li> <li>-use shapes/objects to compare.</li> <li>-recognized, sort and classify.</li> <li>-use patterns</li> </ul>	<ol style="list-style-type: none"> <li>1. Use math words with your child frequently. Ask them which is bigger, smaller, more or less.</li> <li>2. Measure things with your child. Use a ruler or tape measure but also use unusual standards of measure such as “how many hands high” is your child, the dog, etc.</li> <li>3. Have your child point out patterns in the environment.</li> </ol>

		4. Practice counting with your child.
<b>Science Knowledge and Skills</b> <ul style="list-style-type: none"> <li>• Scientific Skills &amp; Method</li> <li>• Conceptual Knowledge of the Natural and Physical world</li> </ul>	<i>To foster the ability to gather information in their environment and make predictions,</i> children will: - use questions, prediction, exploration to draw conclusions - observe, describe, and discuss living things and natural processes	1. Ask your child to help you cook. Recipes are a great way to teach science and measurement. As an example, ask your child what they think is going to happen when you mix the flour with the milk or when you mix any other two ingredients. 2. Give your child objects to explore and investigate.
<b>Social Studies Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>• Family and Community</li> <li>• History and Events</li> <li>• People and the Environment</li> </ul>	<i>To support historical, cultural and environmental learning experiences,</i> children will - gain understanding of themselves, their relationship to family and to community - participate in activities and projects that help them understand the relationship between people and the environment in which they live - engage in experiences that help them understand past events and how those events relate to self, family and community	1. Participate in community events with your child. 2. Have grandparents and other older members of the family tell your child stories about times past. 3. Talk with your child about family relations and how your child is related to others in the family.
<b>Approaches to Learning</b> <ul style="list-style-type: none"> <li>• Initiative &amp; Curiosity</li> <li>• Persistence and Attentiveness</li> <li>• Cooperation</li> </ul>	<i>To foster engagement in social interactions and learning experiences,</i> children will: - show an interest to learn, creativity and independence — show persistence and attention to begin and finish activities - show interest and engagement in group experiences.	1. Parents can encourage their children to do things for themselves such as putting on their own shoes and brushing their teeth. 2. Parents can acknowledge when a child has worked hard on something and give them appropriate credit, even if they have not finished the task. 3. Parents can keep their child interested in a task by making it fun or offering to help (but not complete) the project with their child. 4. Parents can model sticking to a job until it is complete and discuss this with their child.

		<p>5. Parents can help children learn how to take care of toys and other play materials</p> <p>6. Parents can let their child help with the family pet.</p>
<p><b>Creative Arts Expression</b></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Creative Movement &amp; Dance</li> <li>• Art</li> <li>• Drama</li> </ul>	<p><i>To foster opportunities for creativity and imaginative expressions,</i></p> <p>Children will:</p> <p>Participate in music, creative movement./dance, art and drama</p>	<ol style="list-style-type: none"> <li>1. Allow your child to dance, sing and perform as part of their normal play routine.</li> <li>2. Allow children to use art materials and celebrate their creations with them.</li> <li>3. Sing and listen to a variety of music with your child.</li> <li>4. Dancing to music with your child is good exercise and healthy for the whole family.</li> </ol>

**Getting Ready for Kindergarten, a calendar of family activities to share with you child during the last 12 months before he/she starts to kindergarten is available on our website [www.bradkids.com](http://www.bradkids.com).**

## **Child Development**

Every parent in BRAD Child Development Programs has the opportunity and responsibility to actively participant in their child’s development. One of the ways this involvement occurs is when parents attend parent-teacher conferences and if you are a Head Start/Early Head Start parent allowing staff to make a home visit two times per year. This is a wonderful opportunity for parents and teachers to come together to discuss and plan. Another way that parents are involved is that they will be asked to provide observations and feedback on their child’s progress throughout the year. This helps the teacher plan and individualize for the children. We want to support and assist parents as they help their children be successful in school and later in life. We want all children to have positive outcomes and we use a variety of tools to collect the data that supports child progress. Parents will be able to view their child’s portfolio and offer information that will enhance their child’s experience in the program. Together, we can make the developmental experience for children who participate in BRAD Child Development Programs one of the best life has to offer. We want you and your child to feel empowered and successful. Occasionally you will be asked to do a “bring back” activity with your child. This special unique learning opportunity will help you and your child understand how important homework will be in the future. Your project will be proudly displayed for all to enjoy. You have the unique and exciting opportunity to attend Family Learning Parties. This will be special one on one time with your child to use the PEERE (Pause, engage, encourage, reflect and extend) mantra. Please let us know how we can help and support you!



# Guidance Procedure

## Based on Conscious Discipline

- Staff of BRAD Child Development Programs will encourage a **school family** which creates a safe, caring classroom that fosters meaningful academics and social learning. Part of building this school family includes each child having a meaningful job, creating rituals, making classroom commitments, and **building connections** with each child. The school family promotes and encourages kindness and helpfulness.
- Classrooms will practice the **Safe Keeper Ritual**: My job is to keep you safe. Your job is to help keep it that way! Safety is the core of this curriculum.
- Children will learn anger management, helpfulness, assertiveness, impulse control, cooperation, empathy, and problem solving skills.
- Breathing techniques** will be taught as a way to relax, become calm, regain composure, and maintain. **Star, balloon, drain, and pretzel** are some examples.
- The **Safe Place** in the classroom provides an opportunity for children to remove themselves from the group in order to become calm, regain composure, and maintain control when upset, sad, angry, or frustrated. Children go to the Safe Place in order to be helpful and not hurtful to themselves and others. There may be breathing techniques posted, family photos, squishy balls, comfort bags, or other things there to help manage feelings. Time out will not be used.
- All behavior is viewed as a call for love (help) and will be seen as an opportunity to teach** the child skills so that next time the child/children will be better able to handle the situation on their own. Children will be involved in the conflict resolution process.
- Staff will help the children to be successful instead of attempting to make or “get them” to behave. For example, the perspective, “How can I get this child to clean up?” will be changed to, “How can I help this child be more likely to choose to clean up?”
- The staff will **focus on what they want the child to do!** Instead of saying, “No pushing, you know better than to push your friend, you need to be nice to your friends.” The staff will say, “When you want your friend to move, say, ‘Move please.’ Tell him now for practice.”
- Children will be **offered choices and given consequences**. For example, “When you throw the blocks, one of your friends could get hurt. You can throw the ball when we go outside and you can build with the blocks. If you choose to throw the blocks again, you will have to leave the block area. We are going to keep our friends

safe.”

## **MENTAL WELLNESS AND DISABILITIES**

### **PROMOTING SOCIAL AND EMOTIONAL COMPETENCE**

BRAD Child Development Programs staff actively works with parents to intentionally plan, organize and implement experiences that foster children's social and emotional development. This is accomplished by:

- Strengthening parents' understanding of the importance of emotional and social health for success in school, work, and life.
- Strengthening the family's understanding of their role in the development of children's social competence.
- Planning experiences in the home and classroom that supports positive social and emotional growth in young children.
- Assisting all children with positive social and emotional growth.
- In partnership with families, developing activities to maximize the full potential of children with challenging behaviors, special needs, or atypical development.
- Having a system that is in partnership with families and provides for early identification and prevention of concerns that may interfere with a child's social and emotional development.
- Assisting staff and parents in accessing and utilizing community mental health resources.
- Building community partnerships that support the development of services and programs that build resiliency in families, young children and youth

The E-DECA Social Emotional Questionnaire is being utilized to screen each child within 45 day of enrollment and Conscious Discipline principles are used to promote a positive relationship-based community which focuses on building a “school family” within the classroom. BRAD Child Development Programs also partners with several Mental Health Consultants and Community Mental Health Agencies. Regularly scheduled classroom observations are conducted throughout the year and individual consultative services are available to all families. Should you or any member of your family be in need of support services, please do not hesitate to contact your Center Director or myself directly.

### **DISABILITIES/SPECIAL SERVICES**

We believe that we must meet the individual needs of each child in order to meet the needs of the whole child. Through early intervention, a child with special needs can be identified and individual needs met.

All children are screened in the areas of speech/language, cognitive, vision/hearing, motor and social emotional development. Parents are notified of the results and if there is a concern noted. BRAD Child Development Programs is required by IDEA to refer any child whose screenings show a suspected delay or disability to the appropriate lead agency. A team meeting will be held with the parent to discuss how we may best assist the child to strengthen any areas.

With parental input and permission, BRAD Child Development Programs and the Local Education Agencies (LEAs) work together with the parent to serve suspected and diagnosed children with special needs. If your child is eligible for special services, you will participate in developing an Individual Education Plan (IEP) or Individualized Family Service Plan (IFSP) that ensure your child's individual needs will be addressed and be integrated into the classroom activities.. BRAD Child Development Programs will also assist in the transition of services from Early Head Start to Head Start or PreK and from Head Start or PreK to the public school.

Have a great year and take advantage of all the resources BRAD Child Development Programs has available to support you and your child as we work together to prepare them for kindergarten and later in life.

Wishing you well,

Amy Thomas

Disabilities and Mental Health Manager

# Transitions

Your child's enrollment in BRAD Child Development Programs may involve many changes or transitions. These transitions include coming to the Early Head Start center on his/her first day of enrollment, moving from one classroom to another, turning 3 and going to school with the "big kids" in a Head Start/ABC/Pre-K classroom, or graduating to kindergarten. Change is sometimes difficult for all of us. At BRAD Child Development Programs, we recognize that children need time and preparation for these transitions. The following are some of the activities that we hope that you and your child will participate in to ensure that your child feels secure and comfortable in his/her new environments:

## **Transitioning from home or other setting**

Before your child's first day at the center, your child's teacher will contact you to schedule a visit with you and your child in your home. The purpose of this home visit is for you and your child to meet the teacher in a setting that is safe and familiar. The teacher will share information with you and your child about what to expect as a newly enrolled family. On your child's first day of school, he/she will remember the teacher's visit to your home and feel more comfortable and ready to spend the day at the center. All parents will also have the opportunity to attend an Open House event or visit the center on any other day prior to your child's first day so that your child will be familiar with his/her new environment. In addition, you are always welcome to spend time with your child at the center.

## **Transitioning from Early Head Start to Head Start/ABC/Pre-K**

When your child is 2 ½ years of age, you and your child's teacher will begin to prepare your child for transition from Early Head Start to Head Start/ABC or a state pre-K classroom. You will be invited to a conference to plan 6 months of activities that will prepare your child to transition on or after his/her 3<sup>rd</sup> birthday. This will include activities in the classroom and at home. You will also be asked to visit the center with your child to ensure that he/she becomes familiar with the new environment. All families must re-verify income eligibility before children can transition from one program to the next so during this time, center staff will ask that you provide current documentation of income.

## **Transitioning from Head Start/ABC/Pre-K to kindergarten**

All of your child's experiences in BRAD Child Development Programs have led up to this point. Working together, you and your child's teachers have focused on school readiness and prepared your child for his/her transition from our program to kindergarten. During the last months of the program year, information about your child will be sent to the public school of your choice. This will include your child's immunization records and other information that the school will need to enroll your child in kindergarten. You will have the opportunity to participate in activities to prepare for the transition to kindergarten. This will include a field trip for you and your child to visit kindergarten classrooms and a special meeting at the center for you to meet kindergarten teachers, counselors or principals to learn about what to expect in kindergarten.

All of these activities throughout your child and family's years in BRAD Child Development Programs are designed to ease your child's transitions from one stage of life to the next. As you change and grow with your child, always remember that you are your child's "Forever teacher". Your child will learn more from you than any other individual or institution. Parent engagement in education is one of the strongest predictors of success in school and life. Continue to be fully engaged as your child's strongest advocate throughout his/her educational career.

## Nutrition for Preschoolers

Dear Parent,

The objective of the Nutrition service area is to provide food that will help your child remain healthy and have a good outlook on life. We know that it is difficult for children who are hungry or sick to do their best, either at learning or at play. Good nutrition will help to ensure that your child is healthy and **ready for school**.

Our breakfasts, lunches and afternoon snacks are planned to meet 1/2 to 2/3 of your child's daily nutritional requirements. Information that you provide about your child's eating habits or special needs will be included in menu planning, if necessary. If there are any foods your child cannot eat due to medical or religious reasons, we must have proper documentation.

Your child will be encouraged to taste all foods served. Foods are not used as a form of punishment or reward. Throughout the year, the children are encouraged to help in the preparation of the meal. They are taught how to set a table correctly, clean certain vegetables and to measure correct amounts of foods.



If your child is enrolled in Head Start or Early Head Start, they will participate in one cooking experience and two tasting experiences each month. In the center, in addition to the experiences, helpers are chosen daily to set the tables. Each child is taught to clean his/her area and carry dishes and flatware to a designated area.

Three times each year, your child will be weighed and measured to track your child's growth and development and the results will be shared with you. If your child is determined to be under- or over-weight, you may be referred to the health department for WIC services, to the Nutritional Consultant, or to your child's primary caregiver.

For food health and safety reasons, only foods that are prepared in our centers' kitchens are permitted in our centers. This includes foods for special occasions such as your child's birthday or holiday celebrations. Center staff will provide any special foods needed for these occasions.

Menus are available in your classroom or in the parent area at your center. Throughout the year, you will be provided with opportunities to receive education about nutrition for your family. This will include newsletters, handouts and/or speakers at parent meetings. If you need recipes or nutrition guidelines, etc., please let us know and we will get this information for you.

Sincerely,

*Janene Halcomb*  
*Nutrition/Facilities Manager*

## **Nutrition for Infants and Toddlers**

*The objective of the nutrition service area is to assist you, the parent, in the nutritional development of your infant or toddler to help with physical and developmental growth.*

1. You will be asked to provide staff with information regarding your child's feeding schedule and elimination pattern. This information will need to be updated on a regular basis as the nutritional needs of infants and toddlers change rapidly. You will receive copies of the Daily Routine Form with information about the types and quantities of foods that your child consumes each day. Menus are posted in each classroom.
2. You will be asked to provide the staff with information regarding family eating patterns and cultural issues important for your family.
3. Breast-feeding of infants will be supported and encouraged by the Early Head Start/ABC program. Infants are fed upon demand. Bottled breast milk will be given to infants according to each individualized feeding schedule as demanded by the infant. The baby will be held while taking a bottle. Contents remaining in the bottle after a feeding will be discarded immediately. Unused breast milk will be discarded after 48 hours. On site breast-feeding is welcomed.
4. Iron fortified formula will be provided to babies not receiving breast milk on an individualized feeding schedule as determined by the baby. The baby will be held while taking a bottle. Contents remaining in the bottle after a feeding will be discarded immediately. Parents are welcomed to come by and feed their baby.
5. Iron fortified cereal will be provided to infants at the age of six months, in addition to the formula or breast milk, if the child is developmentally ready. Cereal will be fed with a spoon.
6. After the baby reaches their first birthday, whole milk will be given until the second birthday, unless written recommendation is received from the baby's primary healthcare provider.
7. Baby food fruits and vegetables will be introduced one at a time to make it easier to identify food allergies or intolerance. Baby foods will be fed with a spoon.
8. Toddlers will be given the opportunity to become independent at meal times by being offered a variety of acceptable foods cut into small pieces. Toddlers will use fingers and spoons to self-feed.
9. For health and safety reasons, only foods that are prepared in our centers' kitchens are permitted in our centers. This includes foods for special occasions such as your child's birthday or holiday celebrations. Center staff will provide any special foods needed for these occasions.
10. Throughout the year, you will be provided with opportunities for educational information in the form of newsletters, handouts, bulletin boards, and/or guest speakers at parent meetings.
11. To track your child's growth and development, he/she will be weighed and measured according to EPSDT requirements and your teacher-caregiver will provide the results to you. If your child is determined to be under- or over-weight, you may be referred to the health department for WIC services, to the Nutritional Consultant, or to other appropriate services.

*Janene Halcomb, Nutrition/Facilities Manager*

## Health Services

Many of us think of health care as something we need only when we are sick, but “well-care” can keep children and adults healthier by preventing disease and catching health problems sooner. Everyone in BRAD Child Development Programs- families, staff, and health care providers- plays an important role in promoting health. BRAD Child Development Programs will strive to see that a complete, comprehensive health service program is available to all families. Program staff will provide assistance to pregnant women in accessing comprehensive prenatal care and resources to meet health and wellness needs during pregnancy.

BRAD Child Development Programs has created a Health Services Advisory Committee whose purpose is to advise in the planning, operation and evaluation of the Health Service Program. The committee members consist of parents, health service providers in the community and other specialists in various health disciplines. The committee meets two times yearly to update the Health, Disabilities, Mental Health and Nutrition plans, report on any new health service available, and help work out any problems that might arise.

Each child entering the BRAD Child Development Program will receive health screenings that are performed by trained staff. The screenings include: hearing, vision, strabismus, height, weight, and developmental screening. Annual physical exams are required for each child enrolled in the program. Dental exams are also required for children enrolled in Head Start. The physical and dental exam requirements will be different for children enrolled in Early Head Start. Medicaid and family insurance will be accessed to the fullest extent before Head Start/Early Head Start funds can be used. The health screenings help us determine how we can do our best to meet your child’s needs. You are encouraged to become involved in your child’s health care process by receiving results of health screenings, keeping appointments made for your child, and transporting your child to these services. With parental consent, any suspected health problems will be followed up on in a timely manner. The purpose of comprehensive health services is to ensure that all children are in optimum health and **ready for school**.

Growing, Growing Strong is a whole health curriculum for young children used in the classroom. Our dental curriculum, Bright Smiles, Bright Futures, and Cavity-Free Kids encourages children to brush and floss daily. Children in the center receive a toothbrush and brush their teeth once daily in conjunction with a meal.

An Emergency Medical Plan and a Child Care Emergency and Evacuation Plan are posted in each center. Parents are encouraged to keep staff informed of any changes in emergency phone numbers. This is how parents will be notified of an emergency or evacuation. Staff members are trained in first aid, safety procedures and CPR. Emergency procedures and evacuation procedures are posted at each center and are practiced regularly.

Sincerely,

*Melinda Calhoun*

*Health and Safety Manager*

## Good Morning Health Check

### Sign-in/Sign-out

To insure that children are free of contagious illnesses, staff will visually observe all children upon arrival each morning. Please allow enough time before you leave the center in the morning for this to take place. As part of this visual observation, staff will check for any of the following symptoms or potential problems:

- Fever (children must be free of fever above 101 degrees for 24 hours without fever reducing meds)
- Severe cough
- Unusual skin rash
- Bleeding (excessive or uncontrollable)
- Open wounds (deep, open wounds)
- Injuries/bruises/lumps (rash-type bruises)
- Vomiting (child must be free from vomiting for 24 hours before returning to the center)
- Diarrhea (child must be free from diarrhea for 24 hours before returning to the center)
- Head lice (see Head Lice Policy for complete information)
- Other health problems which may interfere with a child's participation in daily activities)
- **If any of these symptoms are observed, you may be asked to take your child home.**

If any of these symptoms are observed later in the day, your child may be separated from other children and supervised by a staff member. Center staff will call you to pick up your child. In the event that a sick child's parent/guardian cannot be reached by phone, the child's classroom teacher will call the emergency contact number(s) and inform that person of the child's illness and ask that person to pick up the child.

## Hand Washing Procedures

**Staff, volunteers and children must wash their hands with soap and running water at the following times:**

- \* After toilet use.
- \* Before and after diapering.
- \* Before food preparation, handling, consumption or any food related activity (Ex. Setting the table)
- \* Whenever hands are contaminated with blood or other bodily fluids.
- \* After handling pets or other animals.
- \* Before and after giving medication.
- \* Before and after treating or bandaging a wound (non-porous gloves must be worn if there is contact with blood or blood containing body fluids).
- \* After assisting a child with toilet use.
- \* Children and staff shall wash hands with soap and water upon entering the center.

## Preparing Children for Screening and Health Services

For your child to be ready to learn, your child should be in optimum health. To ensure the good health of your child, we conduct screenings to check your child's vision and hearing. We also ask that you take your child for physical and dental exams. Taking the time to talk to your child about what to expect during hearing and vision screening and visits to the doctor or dentist will help to calm any fears that they may have. These are some of the things that you can do before the visit to help your child

1. Explain to your child what will be taking place.
2. Read or tell stories about going to the dentist.
3. Read or tell stories about going to the doctor.
4. Pretend you are a dentist; look in the child's mouth and allow him to look in yours.
5. Measure each other's height and weight.
6. Pretend you are a doctor or nurse.
7. Take each other's temperature.
8. Practice vision tests.
9. Talk about what it is like to take a hearing test. Tell your child that a small probe that produces sounds will be placed in his/her ear canal.
10. Point to and allow your child to name pictures in books or in his/her environment
11. Practice walking in a straight line along a straight piece of tape or string.





# Head Lice Policy

All children who are enrolled in BRAD Child Development Programs are checked for head lice at least twice each week. The purpose of this check is to find and treat head lice early before they have a chance to spread. This protects your child and all other children in the center. Your child will be treated gently and respectfully at all times during this process.

Infants rarely get head lice. However, if a baby does get head lice, the baby should not be treated with over the counter products unless directed by a physician. Parents should ask staff for assistance if a head lice problem occurs with their infant. The following policy pertains to children who are one year and older.

If head lice or nits are found on your child, you will be notified immediately and the following will apply:

- \*1. You (parent/guardian) will be asked to take your child home and treat his/her hair according to treatment package information and instructions on the following page under “What Should I Do if My Child Has Head Lice”.
- \*2. You may bring your child back to the classroom after your child is treated for head lice and the nits are removed.
- \*3. If a child remains untreated or head lice infestation persists for any reason, your child will not be able to attend Head Start and the following will apply:
  - 1. A conference will be held with family and staff.
  - 2. Staff will offer assistance and/or make a home visit.
  - 3. Follow up conference will be held in two weeks to note progress.

We understand that head lice are often difficult to deal with. Please feel free to ask for our assistance at any time.

*\* This information was taken from the manual of the Arkansas Department of Health*

## What Should I do if My Child has Head Lice?

### Treatment:

- Consult your doctor for the appropriate treatment; some are dangerous for infants and women who are pregnant or nursing.
- Shampoo hair with special shampoo that kills nit and lice. Read instructions carefully.
- Remove all nits with a fine-toothed comb and by hand.
- Sometimes a second treatment is needed 1 or 2 weeks later to kill any surviving nits and bugs.

### To Limit the Spread:

- Check everyone in your home for lice and nits everyday for 2 weeks. Treat if necessary.
- **DO NOT** share combs or brushes. Wash them in anti-lice shampoo; boil in water 10 minutes or soak in bleach for one hour.
- **DO NOT** share hats and jackets. Keep personal clothes and bedding in separate cubbies for each child.
- Launder clothes, linen, bedding, etc. with detergent and hot water. Dry in hot dryer or use iron. For non-washable items, dry clean or seal in plastic bag for 10-14 days.
- Vacuum carpets, upholstered furniture and car seats.

## **Medication Policy**

Staff will administer medication to children for whom a plan has been made and approved. Parents should check with the child's doctor to see if a dose schedule can be arranged so that the parents can give the medication at home.

Administration of medications poses an extra duty for staff. Having medication in the facility is a safety hazard. Parents are encouraged to arrange a dose schedule that allows them to give children medication.

The first dose of medication must always be given at home to identify allergies or intolerance. Parents are encouraged to arrange a dose schedule with the guidance of the family doctor. Parents may come to the center to administer medication to their child during the child care day.

## **Important Health and Safety Rules**

- Please send a seasonal change of clothes for your child to store in their cubby.
- For safety reasons, children and staff should not wear flip-flops to the center. This type of footwear, without a supporting strap around the heel, can easily come off the foot and present a tripping hazard or unprotected feet during outside play. Please send your children to school in shoes that are firmly secured to their feet to prevent their shoes coming off during play.
- For safety reasons, backpacks are not allowed in Head Start/ Early Head Start/ABC centers.
- Also, latex balloons are not allowed in Head Start/Early Head Start/ABC centers.
- Except for special "Show and Tell" days, children should not bring toys from home. Toys from home may be inappropriate, such as toy guns. Some toys may present safety concerns, such as toys or games with small parts that may present a choking hazard. Often children do not want to share their personal toys with other children. For these reasons, please do not allow your child to bring his/her toys to the center.

## Sick Child Policy

1. No child or staff shall be admitted who has a contagious or infectious disease.
2. The parent or legal guardian shall be notified as soon as possible when a child has any symptom that requires exclusion from the facility. The child shall be separated from other children and closely monitored until the parent arrives to pick the child up.
3. The caregiver shall determine if the illness prevents the child from participating comfortably in activities, results in a greater need for care than the child care staff can provide without compromising the health and safety of the other children, or poses a risk of spread of harmful diseases to others.

The caregiver shall temporarily exclude the child from child care if the child has:

A sudden change in behavior, such as:

- Lethargy or lack of responsiveness
- Unexplained irritability or persistent crying
- Difficult breathing
- A quickly-spreading rash

b. Fever over 101 degrees/oral, 100/axillary (or equivalent method) in a child who also has pain, behavior changes, or other symptoms of illness.

☐ an infant younger than 2 months with any increased temperature shall get urgent medical attention, within an hour.

☐ an infant younger than 6 months with any increased temperature shall be medically evaluated.

c. Diarrhea, defined as watery/runny stools, if frequency exceeds 2 or more stools above normal for that child, and is not related to a change in diet or medication. Exclusion from child care is required if diarrhea cannot be contained in the diaper or if diarrhea is causing soiled clothing in toilet-trained children.

d. Blood or mucus in stools (unless caused by hard stools)

e. Vomiting illness (2 or more episodes of vomiting in the previous 24 hours)

f. Abdominal pain which lasts more than 2 hours

g. Mouth sores with drooling

h. Rash with fever or behavior change

i. Conjunctivitis or “pink eye” – with white, yellow, or green eye discharge and red (“bloodshot”) eyes, exclude only if child has:

☐ Fever,

☐ Eye pain

☐ Redness and/or swelling of the skin around the eyes, or

- if more than one child in the program has symptoms

j. Pediculosis (head lice), until after the first treatment. (*The result of the first treatment should be the removal of all live bugs and nits.*)

k. Active tuberculosis, until a health care provider or health official states that the child is on appropriate therapy and can attend child care.

l. Impetigo, until treatment has been started;

- m. Strep throat, until 24 hours after antibiotic treatment has been started
  - n. Chicken pox, until all lesions have crusted (usually 6 days after the rash appears)
  - o. Rubella, until 6 days after onset of rash
  - p. Pertussis (whooping cough); until 5 days of antibiotic treatment
  - q. Mumps, until 5 days after onset of gland swelling
  - r. Measles.
  - s. Hepatitis A, until 1 week after onset of illness or as directed by the health department.
- 4.

**You will also be notified if your child:**

- Has suffered a head injury
- Cannot use a limb after a fall or injury
- Receives a deep cut longer than one inch or deep facial cuts
- Has problems breathing or an asthma attack
- Sustains a broken or loose tooth from a fall
- Has suspected convulsions
- Has sudden, intense abdominal pain with fever

These conditions may require that Head Start/Early Head Start call an ambulance to transport your child to the appropriate medical facility.

Some diseases must be reported to the state health department when they are suspected or diagnosed. These include: measles, mumps, rubella, whooping cough, meningitis, and tuberculosis. There are other diseases, reported with less frequency among children which also must be reported. For a complete listing, see Appendix B of the Minimum Licensing Requirements for Childcare Centers located in the parent area of your center.

If your child shows any of the above mentioned symptoms/conditions, you should take your child to your family physician. It will be necessary to bring a physician's note stating that child is free from any contagious disease before he/she will be able to return to the center. Should your child develop any of the above symptoms during time spent at the center, you will be notified immediately. Your child will be separated from the other children to prevent cross infection until you are able to pick up the child from the center. In the event that the sick child's parent cannot be reached by phone, the child's classroom teacher will call the emergency contact number(s) and inform that person of the child's illness and have them pick up the sick child.

If you do not have a phone, and staff is unable to reach you, or an emergency contact person, a staff person will go to your home to inform you or leave a note informing you that your child is sick and to contact the center as soon as possible. Staff will make all efforts to locate you in the event of an emergency.

If needed, staff may offer assistance to the parent for transportation and/or to schedule an appointment for the sick child with the family physician.

If your child is ill, but does not have any of the symptoms mentioned above that would exclude them from the center, they may attend. This might include a slight cold, runny nose, or allergy symptoms. If your child attends, he or she may only stay inside for 2 days from outside play at your request. For additional days of restriction from outside play, a written statement from your doctor with specific reasons and number of days is required. Outdoor play is required in licensed childcare centers and is fun and beneficial for your child. Center staff will closely monitor your child's comfort and well-being during outside play.

With your cooperation, all children who attend BRAD Child Development Programs will be healthy and safe. We want all children in class everyday, so we must take these health measures to ensure everyone stays healthy.



## **Safety Procedures**

### **Video Monitoring**

All BRAD Child Development Centers are equipped with video and audio monitoring systems. These systems are in place to ensure the safety of your child, for the monitoring of staff and service providers, and for staff training purposes.

### **Outside Play**

To follow Arkansas childcare licensing laws, teachers and caregivers must make every effort to provide children with fresh air daily. Outside play may be limited or cancelled due to inclement weather conditions.

In warmer weather, children will not go outside for extended periods if the temperature exceeds 90 degrees. Center directors will make the determination to permit, restrict, or deny outside play. To protect your child from sunburn, sun block may be applied before your child participates in outside play.

During winter months on days when temperatures are extremely cold, the time scheduled for outdoor play will be reduced or suspended, depending on the temperature and other weather conditions.

Always send appropriate clothing for your child so that they can enjoy outside play.

### **Emergency Procedures**

To ensure the safety of children and staff, monthly drills for fire, earthquake, storm/tornado and intruder emergencies are conducted at all centers. In the event of an emergency that requires children and staff to evacuate the center, your center has designated locations to which they will be evacuated. These alternate locations are posted on the health and safety bulletin board in your child's classroom. Please speak with your child's teacher for complete information and make sure you are aware of the alternate emergency location.

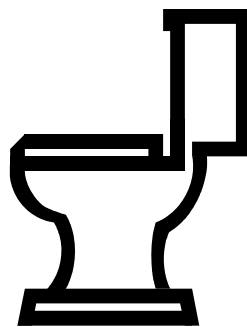
## Toileting Guidance for Children 3-5 Years of Age

Typically, children between the ages of two and two and one-half years of age begin to show signs of readiness regarding wearing underwear and using the toilet. Occasionally, some children may not become interested in this self-help concept until their pre-school years. However, it is a necessary skill for pre-school children to exercise bowel and bladder control. It takes time, understanding, and patience to teach a child to use the toilet. Program staff will work together with your family to accomplish this very important stage of social development. The following procedures will be used:

1. Toilet training techniques will be discussed to help families expedite the toilet training process. Appointments will be scheduled, if necessary, to rule out a medical or physical condition that is hindering the toilet training process.
2. A family goal may be established and training will be documented in the IFP.
3. Regular communication and participation in staff/parent conferences will be required.
4. Parents are encouraged to avoid using pull-ups and to bring multiple pairs of underwear and outer clothing until potty training is complete.

Modified potty seats and step aids can be used if determined necessary by the family and staff.

Wet or soiled clothing will be placed in a plastic bag and sent home.





## **A Note about Biting in Infant/Toddler Classrooms**

Diane Trister Dodge and Laura J. Colker, co-authors of *The Creative Curriculum*, which is the curriculum we base our program on state, "Biting is very common in group settings of young children."

BRAD Child Development staff and management team understand that biting incidents are always disturbing to parents, children and caregivers, alike. However, biting is developmentally appropriate for children from ages 12 months to 24 months. This offers little comfort to those whose children are bitten or whose child is the biter. Please be assured that program staff will focus their energies on prevention by carefully observing and understanding the individual needs of the children in their care. Occasionally, the situation requires more intervention and if your child is involved, you may be asked to participate in a conference.

While biting is expected and considered normal development, please know that staff will do everything we can to provide a safe environment for your child.

### **Special Notes from Infant/Toddler Classrooms**

Please remember, in order to have a safe, comfortable environment for your child, you should enter the center quietly and stop just inside the door.

- \* Parents are always welcome in the center. Breast-feeding is welcomed and encouraged. All parents are invited to come spend time with their child.
- \* Only disposable diapers will be used in BRAD Child Development centers. Diapers will be provided by the program. Changes of clothing should include socks and be seasonal.
- \* Diapers and changes of clothing belonging to individual children will be kept in cubicles labeled with the child's name. Due to potential hazards, diaper bags will not be left at the center.
- \* Baby powder will not be used. Diaper cream may be applied if needed.
- \* Soiled clothing will be placed in a plastic bag and kept in the child's cubicle until the child is picked up. Due to high health risks, clothing will not be rinsed out.
- \* Gloves will be used with every diaper change without exception.
- \* For questions or concerns, please do not hesitate to speak with your child's caregiver.
- \* Children should have a pair of shoes at the center for inside play. The children can change back to their street shoes when going outside to play or to return home.

## Ten Ways to Help Prevent Child Abuse

1. **Be a nurturing parent.** Children need to know that they are special, loved and capable of following their dreams.
2. **Help a friend, neighbor or relative.** Being a parent isn't easy. Offer a helping hand to care for children so parent(s) can rest or spend time together.
3. **Help yourself.** When the big and little problems of your everyday life pile up to the point you feel overwhelmed and out of control...take time out. Don't take it out on your kid.
4. **If your baby cries** – If can be frustrating to hear your baby cry. Learn what to do if your baby won't stop crying. Never shake a baby – shaking a child may result in injury or death.
5. **Get involved.** Ask your community leaders, clergy, library and schools to develop services to meet the needs of healthy children and families.
6. **Help to develop parenting resources at your local library.**
7. **Promote programs in school.** Teaching children, parents, and teachers' prevention strategies can help to keep children safe.
8. **Monitor your child's television and video viewing.** Watching violent films and TV programs can harm young children.
9. **Volunteer at a local child abuse prevention program.** For information about volunteer opportunities, call 1-800-CHILDREN.
10. **Report suspected abuse or neglect.** If you believe a child has been or may be harmed, call your local department of children and family services or your local police department. The Arkansas Child Abuse Hotline number is 1-800-482-5964.

*Adapted from Prevent Child Abuse America literature- [www.preventchildabuse.org](http://www.preventchildabuse.org)*

## Shaken Baby Syndrome

When a child less than one year old is shaken, it can damage the child's brain, causing blindness, brain damage, paralysis, or even death. This is because babies have large heads and very weak neck muscles. When a baby is shaken the brain moves inside the skull, and this motion can cause the brain to tear, swell and bleed. Older children can also be injured. No child of any age should ever be shaken. It is a form of child abuse. In America every year, treatment is sought for 1,200-1,400 children who are shaken. Of these victims, 25-30% will die as a result of their injuries. Some symptoms of Shaken Baby Syndrome are: irritability, vomiting, sluggishness, difficulty breathing, not smiling or making sounds, seizures, not sucking or swallowing, eyes are not focusing or tracking movement, or pupils are unequal in size.

Help prevent Shaken Baby Syndrome by telling others about the dangers of shaking children. Talk to your day care provider, babysitter, family members, and anyone else who will be caring for your baby.

Never lose control and shake your crying baby. If your baby is crying- check to see if the baby is hungry or wet; gently rock or walk with the baby; take the baby for a ride in the stroller or car; place the baby in a safe place, like a crib, and leave the room for a few minutes; call a friend, neighbor or relative to help; sing or talk to the baby; gently rub the baby's back; offer the baby a noisy toy; think about how much you love you baby and how much he or she depends on you.

*Information taken from the National Center on Shaken Baby Syndrome website at [www.dontshake.com](http://www.dontshake.com)*

## Child Abuse and Neglect Prevention

Section #1 of the Arkansas State Law governing the reporting of child maltreatment states, “It is the purpose of this act, through the use of complete reporting of child abuse, to protect the best interest of the child, to prevent further harm to the child, to stabilize the home environment, to preserve family life...” Since our program focuses on the family, we are concerned with the wellness and stability of your family. We recognize that the problem of child abuse is truly a cycle...a serious family problem that is passed from generation to generation. Many abusive parents were abused children themselves and now have deep feelings of guilt and hurt. They lack parenting skills and often have unrealistic expectations of their own children. This means that unless the cycle is broken, it continues.

We are all responsible for ensuring that no child suffers abuse or neglect. **The Arkansas State Hotline number for the reporting of child abuse and neglect is 1-800-482-5964.** Call this number if you suspect that any child is being neglected or abused.

All BRAD Child Development staff are mandated by law to report suspected child abuse and neglect and will call the hotline to report on any suspected abuse or neglect. If a report is made program staff or by someone outside the program, children may be interviewed and children’s records may be viewed by DHS employees, state police officers, or state licensing specialists without prior consent from parents.

All parents feel the stresses and frustrations of everyday life such as work, finances, caring for children, or marital problems. If at any time you feel that you need help in dealing with the stress level in your home, please know that we are available to help. Talk with any staff member with whom you feel comfortable. Always remember that all family information is handled in a confidential manner. We can put you in touch with resources that are available to assist you and your family.

### Help for Parents

Being a parent is one of the hardest jobs in the world. It can be overwhelming at times. Most parents want to do a good job of raising their children. But unlike other jobs where you get special training, most parents are left to do the best they can, with what they know from their own experience. There’s no need to feel that you are all alone or that no one cares. The Child help National Child Abuse Hotline is always there to help you. The Hotline is staffed by degreed, professional counselors who are available 24 hours a day, every day of the year. All calls are anonymous and toll-free.

**Call 1-800-4-A-CHILD (1-800-422-4453).**

Then push 1 to talk to a Hotline counselor or push 2 to have information mailed to you.

*(Source: [www.childhelp.org](http://www.childhelp.org))*

## **BRAD Child Development Programs Parent Grievance Procedures**

These procedures were designed to include parents or guardians of currently enrolled children who have issues or concerns regarding the program. In the interests of successful family relationships, satisfactory resolutions will be sought for all issues and concerns.

1. Any issue that needs to be addressed should be presented as soon as possible in writing to your **Center Director**. The center director will consult with her immediate supervisor on a proper response to the grievance.
2. If, within 10 working days after presenting a grievance to the center director, a satisfactory resolution or response to the problem has not been reached, contact:

**Sherry Walley, BRAD Child Development Programs Director**  
**1403 Hospital Drive**  
**Pocahontas, AR 72455**  
**(870) 892-4547 ext. 1364**

The BRAD Child Development Programs Director will require that the grievance be submitted in writing and may consult with other administrative staff, if needed, to resolve the problem.

3. If, within 10 working days after presenting a grievance to the BRAD Child Development Programs Director, a satisfactory resolution or response to the problem has not been reached, contact:

**Rhonda Ahrent, Executive Director**  
**Black River Area Development Corporation**  
**1403 Hospital Drive**  
**Pocahontas, AR 72455**  
**(870) 892-4547 ext. 1341**

The Executive Director will require that the grievance be presented in writing.

4. If within 10 working days of presenting your grievance to the executive director, you have not received a satisfactory response or solution to your grievance, you may request that the BRAD Child Development Programs Director take the grievance before the policy council (HS and EHS parents).
5. If resolution is not found with the policy council, you may request the grievance be brought before the B.R.A.D. Board of Directors Executive Committee. The B.R.A.D. Board of Directors will function in the capacity of a binding arbitrator. This meeting will be held within 2 weeks of your request. The decision at this level will be final. Written notes, correspondence or documentation related to the grievance will be attached to it and filed in the BRAD Child Development Programs Director's files. Only items in the original grievance will be addressed at any level of the procedures.

**BRAD Child Development Programs website: [www.bradkids.com](http://www.bradkids.com)**

**In accordance with Federal law, B.R.A.D. Head Start/Early Head Start does not discriminate on the basis of race, color, national origin, sex, age, or disability.**

## **Family Resources**

BRAD Child Development Programs are family-focused and offer assistance for families who identify unmet needs. We hope you will work in partnership with your family service worker or teacher to assess your family's needs and set goals that will lead to many family accomplishments. If you need assistance in locating resources for issues such as food, clothing, health care, housing, employment, counseling, education, financial assistance, utility assistance, childcare, dental health, etc., please speak with your child's teacher or family service worker.

One great way to locate local resources is a service provided by the Arkansas Department of Human Services on their website at [www.arkansas.gov/dhs/esources](http://www.arkansas.gov/dhs/esources). To access complete resource information for your county, click "Begin Search", select your county. There are more than 80 needs categories listed from which you may select and all of the local resources available to meet your need. This website is updated frequently to ensure that information is current.

You can access our program website at [www.bradkids.com](http://www.bradkids.com). Click on the resource link and choose any of the websites for additional information. Be sure to log onto the website frequently to check out the latest recalls issued by the U.S. Consumer Product Safety Commission on child related products. Every week items including children's clothing, furniture, toys, etc are recalled for safety reasons. Be sure that you are always aware of what products have been recalled. Be sure to "Like" us on Facebook to keep up with information and updates about your center activities and links to resources and education.

In addition, there is a local resource directory located in the parent area of your center that you are welcome to check out at any time to familiarize yourself with local resources that may be of benefit to your family. We hope that you will allow us to assist you in finding resources to meet the needs of your family. Our goal is to establish a partnership with you and your family that will lead to success in all your endeavors to provide a healthy and happy life for your family.

## **Arkansas Minimum Licensing Requirements**

B.R.A.D. Head Start/Early Head Start/ABC meets or exceeds all requirements described in the Minimum Licensing Requirements for Child Care Centers in Arkansas. All centers are monitored by licensing specialists and records are maintained for three years. As the parent/guardian of an enrolled child, licensing compliance forms are available to you upon request.

## **Non-Religious Instruction and Activity Statement**

To assure that no religious activity is paid or subsidized by public funds or occurs in any manner suggesting governmental endorsement of any religion or message:

- (a) ABC funds must be used exclusively to support allowable ABC program costs incurred to provide non-religious instruction and activities during the ABC day; and
- (b) No religious activity may occur during any ABC day regardless of the source of funds used to support the activity.

## **BRAD Child Development Programs Parent Handbook**

As a parent/guardian of an enrolled child, I have been given a copy of the BRAD Child Development Programs Parent Handbook. Program staff provided orientation information and/or materials on the following topics.

- Confidentiality
- Safe Transportation/Pedestrian Safety/Safe Parking at the Center
- Family Engagement
- Attendance/Pick-up Procedures/Emergency Contacts/Authorized Adults
- Family Engagement including Family Life Practices
- Family Engagement: Shine On Families PEERE
- School Readiness, Child Development/Conscious Discipline
- Mental Wellness, Disabilities Services
- Transitions
- Nutrition Services
- Health Services/Sick Child Policy/Morning Health Checks/Hand-Washing
- Head Lice Policies
- Preparing Children for Screening and Health Services
- Medication Policy/Health and Safety Rules
- Safety Procedures
- Child Abuse and Neglect Prevention and Reporting Procedures
- Grievance Procedures
- Resources
- Non-religious instruction and activity statement
- “Getting Ready For Kindergarten” Calendar (electronic copy on website)
- “What You Should Know about Shaken Baby Syndrome” pamphlet

I will keep this handbook for reference while my child is enrolled in BRAD Child Development Programs

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Parent/Guardian Signature

Date

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Staff Signature

Date

May 2019 Revision