

# **PARENT CENTER HANDBOOK**

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## **KREATIVE KIDS LEARNING CENTER**

Kreative Kids Learning Center (KKLC) is a private, community-based organization-servicing child 0-12 years of age. The KKLC provides a variety of programs such as the R.A.C.E. Reaching All Children Equally GSRP program, tuition-based pre-K and preschool programming, as well as after school latchkey for school aged kids. We are participants of the Child Adult and Food Program (CACFP), which mean we meet the USDA requirements for providing healthy, and balanced nutritious meals. It is essential that parents be informed of our vision and we hope you will lend us your support by adhering to the following guidelines in this handbook.

## **PHILOSOPHY STATEMENT**

At the KKLC, we believe that learning is not simply a process of adults giving children directions or information to memorize. We believe in active learning where children LEARN and COMPREHEND through interactive play. With age-appropriate materials, manipulation, choice, language and thought, and high quality adult scaffolding, we provide an environment conducive to achieving the process of thinking and building their own understanding of the learning experience.

## **ENROLLMENT REQUIREMENTS**

**Child Information Record**

**Application for Admission**

**Child Information Record**

**Policy Forms**

**Health Appraisal**

**Immunization Record**

**Parent Notification of the Licensing Notebook**

**Medication Permission**

**Household Income Eligibility Form**

**Birth Certificate (GSRP students Only)**

**Copy of Parent Identification**

**Income Tax 1040 Form or most recent check stub (GSRP Students Only)**

## **CENTER RATIO AND GROUP SIZE REQUIREMENTS**

<b>AGE</b>	<b>Caregiver to Child Ratio</b>
Infant/Toddler 0-30 mos. Of age	1 to 4
Preschoolers, 30 months of age to 3 years	1 to 6
Preschoolers, 3 years to 4 years of age	1 to 8
Preschoolers, 4 years of age until school-age	1 to 8
School aged, 5 years of age until 12 years	1 to 18

## **GREAT START READINESS PROGRAM (GSRP)**

The KKLC offers the Great Start Readiness Program (GSRP), Michigan's nationally recognized Pre-K program. The GSRP is a NO COST, state-funded preschool program developed under a grant awarded by the Michigan Department of Education (MDE) for eligible four-year-old children. Income, as well as other criteria, is utilized to prioritize placement as defined by the MDE. GSRP children attend Monday-Thursday 8:30am-3: 40pm. Before and after school care, as well as Friday care, is available and can be scheduled ahead of time through the main office staff. As a GSRP provider, we are required to work with the Michigan Department of Education (MDE) to measure the effect of the statewide GSRP. Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MDE might:

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers, etc.
- Ask teachers how children are learning and growing.

### ***Sliding Fee Scale/Tuition***

Families enrolled in the GSRP program over 250% FPL are placed on an annual tuition fee schedule of \$10 dollars a month for the 10-month period of the GSRP program. Upon official notification of enrollment, the family is notified of their placement on a sliding fee scale. This discussion could be had also informally during the intake process. Payments are normally accepted at the first of the month—check, cash, Visa, Mastercard, American express, and discover are all acceptable forms of payments. Tuition based pre-k programming is available for those families that are not eligible for GSRP, please see front office for pricing.

### ***Child Development and Care Program (DHS/FIA)***

We are a childcare provider that cares for subsidy authorized children. Billing for this program happens every two weeks to receive payments from the MDE. Although the CDC may allow retroactive billing, our center policy will not back pay/reimburse any newly approved families. Upon enrollment, children must be DHS approved and in the system prior to first day. If you are a family that has been newly approved, and your child has been attending we will not back pay previous months, the present tuition balance will be billed via CDC and any co-pays will be the responsibility of the family. ***GSRP eligible DHS families are not billed during the hours of 8:30 am and 3:40 pm.***

### ***Child enrollment and recruitment***

Child Recruitment and enrollment at the KKLC is ongoing unless a waitlist has been created. In that case, recruitment and enrollment pauses until slots reopen. We begin with parent inquiries and a pre-screen enrollment, which includes intake meetings and a facility tour. Next, a notification of program acceptance and a completion of enrollment, then a follow up parent orientation/meet & greet with teaching staff.

## **CURRICULUM**

### ***High scope Curriculum***

The KKLC chooses the High scope curriculum to implement center wide. This curriculum is used around the world and is based on decades of research demonstrating positive outcomes for all children. The philosophy of the KKLC and High scope is active learning; and we have come to learn that in the early childhood years, learning is not simply a process of adults giving children directions or information to memorize. During the early learning years children try out ideas, the high scope curriculum enables that exploration, supports solving problems encountered in play, and build skills in important content areas.

Teachers in a High scope classroom encourage children to explore a variety of materials in different ways, using all of their senses. Children think and talk about what they are doing and learning. Teachers recognize and encourage children's learning by planning activities and experiences, using High scope's curriculum content area as a guide. Children from diverse backgrounds, including English language learners and those with special needs, develop a positive self-identity and an appreciation for the uniqueness of others. After many years of experience with other curriculums we find High scope to be the most appropriate and effective resource in navigating children and families through their early learning years.

**Connecting Home and School:** High scope respects the family as the child's first teacher. High scope teachers:

- Build strong connections with families
- Partner with families to support children's learning through home visits and parent-teacher conferences
- Help family members extend learning to home through parent meetings and the Family Network, a parent website to the High scope curriculum
- Share their observation about children's development with parents and discuss ways to work together to achieve common goals

## **COMMUNICATION**

Effective communication is of the utmost importance here at Kreative Kids Learning Center. The REMIND APP is a huge part of our social makeup. Families are REQUIRED to download the app as it is an essential tool surrounding the care of the families we serve. Upon enrollment, the REMIND APP is requested to be downloaded. ***Pertains to GSRP families:*** *Parents are formally informed of their child's progress via home visits and conferences. Children will be **assessed three times a year**, and this information will be shared with parents at conferences. If a special need for a conference arises, parents will be notified well in advance. Parents may also request a conference with the teacher or director regarding their child's progress or the program at any time.* Forms of communication: Email: [info@thekklc.com](mailto:info@thekklc.com), Website: [www.thekklc.com](http://www.thekklc.com), Facebook: [www.facebook.com/thekklc](http://www.facebook.com/thekklc)

### **PARENT RESOURCE BULLETIN BOARD**

We believe parent communication is an important key factor in developing relationships with parents and students. We have created a bulletin board to inform parents of events and updated resources that we have made available to them. This board will include items such as: parent education opportunities, community events, news in early childhood, educational resources and information, meetings, parent newsletters, calendars, upcoming events and field trips.

### **HOME VISITS & CONFERENCES (GSRP required)**

#### ***Home Visit***

A very common practice amongst early education practices, the home visit is pretty much a play date where the family and teacher establish a relationship connecting home with school. The visit is an opportunity for the family to get to know their teachers, set expectations, converse candidly if needed and dialogue on what is to come. Home visits are planned to last at least 60 minutes excluding travel time and designed to ease the transition into the GSRP program for the child and family. Activities might include:

- Taking photos of parent and child, pets, the home, etc.
- Leaving photos of staff and classroom
- ASQ screening

#### ***Conferences***

Twice a year, once in the Fall and again in the Spring, parents can expect conferences. A Parent/teacher conference is a formal setting where the progress and current situation of child in the

classroom are discussed. Typical topics covered are the COR assessment, adult-child interaction, child-child interaction, future goals, and any concerns that may have risen. A parent/teacher conference is an effective time that is set aside to discuss, in depth, how the child is doing.

## **SOCIAL MEDIA**

We believe in contributing to the greater early learning community and with social media we are able to do that efficiently. It is a great way to stay connected with our families and other families creating a global network of insight, positivity, compassion, and empathy. Although, we promote the works of social media we do not impose social media posts on our families. You may decline the media release of your child and family in writing.

## **BEHAVIOR HEALTH PLAN**

Behavioral health promotes the well being of children and adults; it is an aspect of identity that can be shaped, and our goal is to provide the infrastructure to support the capabilities of each child. **Developmental screening** is the first step in recognizing intrinsic, unexpressed behaviors that may delay the progress of a child. Screening is not meant to establish a diagnosis, but rather help professionals determine whether more in-depth assessments are the next step. In most cases, screening rules out the likelihood that further assessment is needed. Using a high quality developmental screening tool like the **Ages & Stages Questionnaires (ASQ-3)**, professionals can screen children for delays accurately and cost-effectively. Our professionals and resources will be located on site so that it is a hassle-free experience. We normally screen within the first 30 days of a child's enrollment and continue with ongoing assessments. More information on these services can be discussed with Nawal Alsaeed in the main office.

## **ASSESSMENTS**

### **Ages & Stages**

The ASQ (Ages & Stages Questionnaire) is a basic screening completed at the beginning of your child's enrollment and done once a year following enrollment so long as your child is registered at our center. Screenings are used to determine basic child development how far along your child is in their own age group.

### **Online COR**

High Scope's research-validated child assessment tool. COR Advantage is a birth-to-kindergarten assessment that assists teachers in supporting children at every developmental level — including children who are English Language Learners and those with special needs. It also provides administrators with more comprehensive reporting options to guide program planning and staff development.

### **Anecdotal Notes**

Anecdotal notes are a form of ongoing assessment that happens on the daily and they are used to record specific observations of individual student behaviors, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction.

## **REFERRALS**

Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. While we are committed to the principle of inclusion—proper referrals for the child will be provided to offer your child the best opportunity to thrive.

Our referral process includes needs other than special education. We will properly guide and refer families to resources that are in the best interest of the families. Although our staff receives ongoing training, we are not a full service family

social service/work/justice agency, through our referral process your family will receive the medical, mental, health, food, clothing, housing support as needed. Follow ups will also take place, and parents will be involved at every step to ensure the support required for their child's development. Communication with families is ongoing and is responsive to the needs of families, physical environment is free of barriers, and a variety of teaching strategies are used to meet the individual needs of children. When our care can no longer meet it's objective we must prioritize what is in the best interest of the child—the staff will facilitate an exit strategy with a referral in place for the specific need of the family.

## **TEACHING PRACTICES**

**Adult-child interaction** is the process of working alongside children and communicating with them both verbally and nonverbally to encourage learning. Adult-Child ratio is 1:8 for our 3-5 years old. One of the most important High Scope's strategies for adult-child interaction is sharing control with children: creating a balanced climate where adults and children are partners in the learning process. Additional strategies include focusing on children's strengths, forming authentic relationships with children, supporting children's play, using encouragement instead of praise, and taking a problem-solving approach to conflict. During High Scope training, teachers and caregivers learn a host of specific techniques for carrying out each of these strategies.

**The classroom** in High Scope settings is divided into interest areas stocked with a stimulating range of materials designed for specific types of play, for example, House area, Art, Block/Manipulatives, and Reading. Materials are arranged in consistent places and the shelves are tagged with child-friendly labels so that children can get out and put away materials themselves. The classroom's organization also helps children understand how the world is organized, and concepts like more, less, same, different, large, small, in, out, in front of, etc. The outdoor play area is considered part of the learning environment and is arranged and equipped to support all areas of child development, including cognitive, social, and physical abilities.

**The daily routine** in High scope curriculum is a consistent framework for the day that provides a balanced variety of experiences and learning opportunities. Children engage in both individual and social play, participate in small- and large- group activities, assist with cleanup, socialize during meals, develop self-care skills, and exercise their small and large muscles. The most important segment of the daily routine is the plan-do-review sequence, in which children make choices about what they will do, carry out their ideas, and reflect upon their activities with adults and other children.

## **DAILY ROUTINE COMPONENTS**

**Plan-do-review sequence-** (Planning time, work time, recall time) this three-part sequence is unique to the HighScope Curriculum. It includes a 10-to15 minute period during which children plan what they want to do during work time (the area to visit, materials to use, and friends to play with); a 45 to 60-minute work time for children to carry out their plans (or shift to new activities that interest them); and another 10 to 15-minute period for reviewing and recalling with an adult and other children what they've done and learned.

**Small group time** (15-20 minutes) During this time, a small group of children meet with an adult to experiment with materials, try out new skills, and solve problems. Adults develop a small group activity based on children's interests and skills, materials, or content areas that suit children's developmental learning needs. Though the adult plans the activity and sets it in motion, children make choices about how to use the materials and freely communicate their ideas.

**Book Times** (10 minutes)- In small groups, once in the morning and again in the afternoon, age-appropriate materials are read to the children. Interactive read aloud will include a reference to print and secondly a comprehension and vocabulary focus.

**Large group time** (10-15 minutes)-Large group time builds a sense of community. Up to 20 children and 2 adults come together for movement and music activities, interactive storytelling, and other shared experiences. Children have many opportunities to make choices and play the role of leader.

**Outside time** (60 minutes)-Children and adults spend at least 30 minutes outside every day, enjoying vigorous and often noisy play in the fresh air.

**Transition time**- Transitions are the minutes between other blocks of the day, as well as arrival and departure times. Teachers plan meaningful learning experiences for these times, which keep children engaged and minimize disruption.

**Eating and resting times**- Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. Rest is for napping or quiet, solitary activities. Since both activities happen at home as well as at school, adults in HighScope programs try to respect family customs at these times as much as possible.

**Adult team planning time** (20-40 minutes) This time happens every day in a High Scope program. It can occur during children's naptime, before children arrive, or after they leave. The teaching team meets to discuss their observations of children's developing abilities and interests, focusing on these observations as they plan activities and review the materials in the classroom.

## **POLICIES**

### **Non-Discrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.) should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) ([http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html)) online, and at any USDA office, or write a letter addressed to USDA and provide in the letter all the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov). This institution is an equal opportunity provider.

### **Confidentiality Statement**

The Kreative Kids Learning Center states that, staff, children, and families, sighted, heard, or written will be treated as strictly confidential and will not be discussed with any other person outside the center. If an incident needs to be discussed outside the center, then this will be done in a professional way keeping details of unrelated children/ families/ staff incidents out of the discussion and no personal value judgements will be made during the discussion. When giving out information to other transfer schools or parents/staff members, a written document must be signed giving the right to give out that information.

### **Exclusion Policy**

Please see ***NON-DISCRIMINATION STATEMENT ABOVE***. At the Kreative Kids Learning Center we love and value every one of our children. We handle children in a case by case manner, where individualized plans are developed to foster and maintain positive collaborative relationships with each child's family. In the case of an already enrolled child, and after three months of service, if our care can no longer meet its objective, we must prioritize what is in the best interest of the child and family even if it means that the Kreative Kids Learning Center can no longer be a part of the process. The KKLC has the right to terminate service. A proper exit strategy will be put in place to ensure a supported and effective transition out. ***(THIS POLICY DOES NOT APPLY TO GSRP ENROLLED CHILDREN)***.

### **Child Abuse & Neglect Policy**



In early childhood education and care, we, as caregivers, are considered mandated reporters and if we suspect child abuse or neglect, we will file report by calling **855-444-3911**. The Child Protection Law requires professionals in this field to report suspected child abuse or neglect. You can review the Mandated Reporters section on the [www.mich.gov/mdhhs](http://www.mich.gov/mdhhs) website.

### **Sick & Illness Policy**

It is our goal to keep all our children as healthy as possible. It is of the utmost importance that parents adhere to our health and illness policies, not only to protect the ill child but also to protect those children that are well. Any parent with a child experiencing a fever, diarrhea, vomiting, swollen and/or discharge from the eye should plan for alternate care until the symptoms have disappeared for at least 24 hours. The application package includes sick/illness policy forms that must be signed and submitted.

### **Drop-off/Pick-up Policy**

Your child cannot be picked up by anyone who is not on the Child Information Record form. If there is someone that you would like to add to your list, it needs to be documented on your form. You must use your full signature when signing you child in and out, along with your initials.

### **Attendance Policy**

If an enrolled child is absent without notice for more than 3 consecutive days, we will make **every effort** to contact the family such as phone calls, text, postal letters, emails, and DMs via social media to find out why the child has been absent and to find out what assistance is needed in getting the child to school. If after 2 weeks, and several consistent failed attempts of communication, the child will officially be transitioned to waitlist status until further notice.

### **Medication Policy**

NO medication will be given to a child without written consent from the parent. Medication also brought into the center must be in original form and packaging. Routine antibiotics, fever reducers, asthma management medications may be the only meds taken on the premises and given by our staff.

### **Rest time Policy**

Rest time is an integral part of the daily routine. **Rest time is required for 60 minutes.** Developmentally appropriate early learning practices require rest time a part of the early learner's day. However, that does not mean they must sleep—although they might from the relaxation, it is very normal for children under the age of 5 to take a mid-day nap we will not force your child to sleep but they must rest their bodies on their assigned cot and the teacher will give him or her a book/writing board to calm their mind and rest their body.

### **Grievance/Complaint Policy**

The family may choose to directly address the grievance to the director. If another staff member is approached, they will immediately refer the family to the director. The director will research the grievance/situation and work towards reaching a satisfactory outcome for all parties involved. Grievances at this level will normally be resolved by discussion and clarification of the needs or wishes of the family or by clarification by the director. Resolution may also involve the development of new policy if it is a situation that has not been addressed. The director will follow up all grievances with a written letter to the grievant and document all related information. **All matters will be treated confidentially.**

### **Weather Policy**

Outdoor Play: We will be playing outdoors every day that weather permits. Please make sure that your child is appropriately dressed (see clothing/attire section in Parent/Student Handbook) for outdoor play. Our activities will include walks, playground, water play (in summer), snow/ice play (in winter)

and others. We will always try and go outside. There is no absolute restriction of weather to outside play. Please make sure your child is always dressed appropriately.

**Center closings:** The center does not always close if the school districts and/or neighboring schools are closed. Center closings will be announced on the Preschool Facebook page, auto-email, and website and via voicemail.

### **Intruder policy and procedure**

All staff members are trained in emergency/intruder procedures. If in any case, an intruder or emergency has affected the building, the established procedures will be initiated, and parents will be contacted as soon as the proper authorities have been notified and cleared.

### **Pretend Play with Weapon policy**

Play is a tool that children use to explore and know their world. When children are given the chance to explore and play with weapon play, it eventually gets played out. We don't provide toy weapons, however, if a child through their creativity and imagination conceptualize a weapon or engage in "violent" play our staff will allow them to explore and carry because once they have explored it—they are not as driven to explore it. It seems to be a better outcome then if we are to deny them the chance to explore an issue, they are curious about and consequently they feel they must hide their interest or curiosity. We believe violent play doesn't AT ALL mean kids will be violent people. Especially if they have caring responsive adults to talk through what comes up. Play as a space to rehearse and understand issues, see what consequences are. Weapon play has a different valence/weight for kids than for adults—like with other parts of learning, we can try to look at it through the kids' eyes!

### **Discipline Policy**

We spend less time policing behavior and more time teaching vital life skills. At the KKLC, our educators are equipped to integrate social-emotional learning, discipline and self-regulation. Conscious discipline is a proven comprehensive approach and leader in classroom management. It is a self-regulating program that we have equipped our classrooms and teachers with.

#### **Conflict resolution:**

- Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level
- Acknowledge children's feelings. ...
- Gather information. ...
- Restate the problem. ...
- Ask for ideas for solutions and choose one together. ...
- Be prepared to give follow-up support.

### **FIELD TRIPS**

We like to go on, as many field trips as we can throughout the year and will almost always provide a bus unless we are staying local like for example the local city library. Field trip consent forms and bus releases will be passed out two weeks prior to the field trip date. Forms that are not completed will be considered disapproval from the parent/guardian. All field trips for the school year are scheduled at the beginning of the year and provided through the yearly calendar. Field trips for GSRP children and families are no cost. We do have a limit as to the amount of family members accompanying the child at no cost. 2 guardians/parents and enrolled child are no cost. All other family members are welcome to attend but must travel individually and pay their own fee.

### **STAFF & VOLUNTEER SCREENING**

- DHS child/abuse neglect clearance
- Comprehensive background checks

- Adult/Child CPR, First Aid, Blood Borne Pathogen certifications
- Medical Clearance

All employees will be required to complete a minimum of 24 hour of professional development a year and 3 of those hours must be in cultural competency and special needs.

## **NUTRITION PLAN**

We believe eating healthy is important for children, and we can help our child learn about and enjoy lots of good foods each day. Our menu is planned to provide meals and snacks that meet federal and state rules and guidelines. Children enjoy foods that will help them grow and learn to pick foods that will help them live a healthy life. Our program provides breakfast, lunch, afternoon snack, and supper. These are provided at the following times:

- Breakfast 7-9 am
- Lunch 11:30-12:45 pm
- Afternoon Snack 2:30-3:45 pm
- Supper 4:30-6:30 pm

Our program assures meals and/or snacks are nutritionally sound by participation in the Child and Adult Food Program [CACFP], menus are reviewed by a public health professional and are followed by the meal/snack menu guide based on the USDA approved meal patterns. Our program provides a supportive, attentive and accommodating environment for children with food allergies or special dietary requirements.

- All caregivers/teachers/staff have received training in food allergy/sensitivity issues.
- Food alternatives will be identified with parents and be kept readily available where food is prepared.
- A plan will be developed with parents as to how food alternatives will be made available (provider purchased, parent purchased).
- Parent emergency information will be kept updated as well as related medical records and changes in child's treatment plans. A form will be provided for the pediatrician to specify what foods to substitute.

Food is prepared on site in the center kitchen. Our menus are posted so that families can see them. We will provide written communication in other languages for families enrolled where English is not their spoken or primary language. Clean, sanitary water is available to children throughout program hours. Children are provided with disposable cups. Water is not substituted for milk when milk is a food/meal requirement. Additional water is available when temperatures are higher or physical activity increases.

Our program provides required meal components for breakfast, snacks, lunch, and supper. Holidays and birthdays are meaningful, and we encourage families to share in ways that are reflective of their traditions and are enjoyable for the children. However, no treats/food can be brought in in celebration of these events. Families should connect with administration on other ways to make a child's day/tradition special, such as; reading a book to class, planning an outside time activity, etc.

For Infants:

- Fed on demand and at regular times of the day depending on their age. However, we will train your child to be on a sleep/feeding/changing schedule.
- Prepared bottles are labeled with the child's first name, date, contents, and capped.
- Infants are always held for bottle feedings.
- A plan to introduce age-appropriate solid foods to infants is made in consultation with child's parent/guardian and primary care provided. We follow CACFP/USDA requirements to introduce solid foods; these guidelines are available for staff and parents to review.

- Our program welcomes breastfeeding families and will provide space for mothers to nurse or pump. Breastfed babies do not receive food or drink (other than breast milk) unless indicated. Parents are asked what they want the center to do if parent will be late and their baby is hungry, or the supply of breast milk is gone. Staff is trained on the benefits of breastfeeding, preparation, and storage. Resources are available for parents and our program communicates with parents about how/what their infants ate.

For Toddlers, Preschool Age and Older Children:

- Our meals are served family style. Staff sits and eats with the children, enjoying the same foods the children are eating. Children are encouraged to help with meals in age appropriate ways.
- Scheduled meals and/or snacks are available to all children enrolled and present.

### **Nutrition Education**

Children receive nutrition education from reliable sources that reflect standards upheld by CACFP and the USDA. The children are given opportunities to understand why eating healthy is important, and to learn to form healthy eating and activity habits.

- Nutrition information is shared through: Books, daily activities, and meal times.

Families are also provided nutrition education through such things as learning activities, community events, informational brochures, etc.

- Meal service information in the parent handbook and posted menus.

Nutrition education also includes opportunities for our program to learn about the prevention of childhood obesity, basic principles of child nutrition and healthy eating habits and experiences. We share this information with parents as well.

### **CULTURAL COMPETENCE PLAN**

The word culture is used because it implies the integrated pattern of human behavior that includes thoughts, communications, action, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word competence is used because it implies having the capacity to function effectively.

The 8 guiding concepts that provide the foundation are:

1. "Children are nested in families."
2. "Identify shared goals among families and staff."
3. "Authentically incorporate cultural traditions and history in the classroom."
4. "Acknowledge child development as a culturally-driven, ongoing process that should be supported across contexts in a child's life (e.g., school and home)."
5. "Individuals and institutions' practices are embedded in culture."
6. "Ensure decisions and policies embrace home languages and dialects."
7. "Ensure policies and practices embrace and respect families' cultural values, attitudes, and beliefs toward learning."
8. "Equalize balances of power, counter stereotyping and bias through intentional teaching."

How is this physically visible in our program?

- Operate through an anti-bias, sensitive lens. Holidays are celebrated in non-traditional ways; we reject the capitalistic, consumer driven model.
- Learning environment and materials reflect multi-generations, ethnicities, and cultures
- Labels in the classroom are marked with an English word, Spanish word and Arabic word to promote bilingualism for all children
- Parent Survey completed annually for feedback and to modify practices/environment as appropriate

- Annual field day and family fun night for all families and extended family to encourage two-way communication with families
- Professional development of staff to include cultural competency training and reflection time for staff of intentional culturally competent teaching
- In-house and external cultural field trips
- Encouragement of parent to be involved in their child's education through goal-setting, field trips, parent-teacher conferences, and job/hobby sharing.
- Photos of children, individualized placemats, featured families in monthly newsletters
- All About Me child information sheet completed by parents and brought to orientation which includes parents' goals for their child, child's favorites and strengths, culturally relevant information and traditions of families for incorporating into program curricula where appropriate
- Semi-annual newsletter provided to parents by the child's teacher with information about topics the children are investigating.

**ACKNOWLEDGEMENT & RECEIPT OF PARENT/CENTER HANDBOOK**

I acknowledge that I have received a copy of Kreative Kids Learning Center's Parent/Student Handbook. I understand that it contains important information regarding policies and procedures. I also understand that this Parent/Student Handbook is not intended to cover every situation, which may arise but is simply a general guide Kreative Kids Learning Center's policies and procedures.

**Child's Name**

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**Parent/Guardian Signature**

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