



Program Handbook

**1646 Sand Creek Hwy
Adrian, Michigan 49221
(517) 265-6264**

**709 Jefferson Street
Hudson, Michigan 49247
(517)448-3506**

**12438 s. Meridian Rd
Cement City, MI 49233
(517) 877-1253**

Mission Statement

The mission of our centers is to provide quality child care for children. The care is given in a safe, healthy, and developmentally appropriate environment. Educational opportunities are offered to help your child have well-rounded growth and development. Our staff is nurturing and have been trained in early childhood education.

WE BELIEVE.....

- That the home is the most important factor in a child's development. We will always strive to support and complement the family in order to promote a healthy development of children and parents.
- That loving, trusting, and respecting each child makes the child capable of loving, trusting, and respecting others.
- That each child should be helped to have a positive self-image.
- That it is important to meet the child's needs for physical, social, emotional, and intellectual growth.
- That children deserve to have teachers who are capable of caring and whose values enable them to be positive role models.
- That needs of children change as they grow; that programs must respond in content and structure by using the best techniques in human development.



Children will be accepted regardless of race, creed, national origin, or sex

Enrollment. The following forms are required before your child can begin our program:

- **Emergency card-** must be filled out completely and kept up-to-date in the program classroom.
Children will not be released to any person that is not listed on the emergency card or to anyone who is under 18 years of age. Staff are required to ask for identification before releasing a child to an adult.
- **Health Appraisal/Immunization Record-** This will need to be filled out and signed by our doctor. An update of copy of your child's immunizations is needed as they become due. ● **Video/Picture Release** (If you will allow us to take pictures and/or video for school use only)
- **Tuition Contract-** If you change your hours a new contract must be filled out. ● **Parent Notification of Licensing Notebook-** A statement saying that we have told you about our licensing notebook and how to look up our center history online. ● **Written Information Packet Documentation-** A statement saying that we have informed you about policies in our centers.
- **Child Entry Assessment-** This form gives us basic information to help us best meet the needs of your child.

Schedule of Operations.

Adrian / Cement City
5:30am-5:30pm

Hudson
6:00am-6:00pm

Preschool only children (8:30-11:30 session) will follow the local School calendar and will **not** operate on any days the local School is closed due to Holidays, scheduled days off, or snow days. In the event of a fog delay, preschool will be canceled for that day.

Drop-Off & Pick-Up Guidelines

- Parking is allowed in parking lots only during bus drop off and pick up. Please turn off your car for safety reasons.
- *For the safety of all the children and families in the building:* Guests are required to register in the school office upon arrival.
- When bringing your child to school please bring him/her into the school, take them to the coat hooks and have them hang up their backpacks and outdoor clothing. ● Please do not leave your child in the classroom before they are scheduled in even if the classroom staff is present.
- Please put your child's name on all personal items.
- Before leaving your child in the classroom please check your child in with the teacher or the teacher's assistant.
- When picking up your child from school please be sure the preschool staff are aware you are leaving with your child.
- If another adult is bringing or picking up your child please notify the staff in advance. **Remember, in order to pick up your child the adult must be on the emergency card and provide identification. This person must be at least 18 years of age.**
- Notes will often go home in your child's locker or backpack. Please check these areas after each day of school.

If a parent, by court order, is not allowed to pick up his or her child, a copy of the Court Order must be provided to Birth Toddlers & Beyond and the child may be released only according to the court order on file. If the court order is not on file, either parent may pick up the child regardless of what the other parent has communicated.

Withdrawal. Two weeks written notice to the Site Director is required if a parent withdraws a child from the program. The Site Director may request withdrawal of a child from the program for the following reasons:

- Failure to provide documentation on qualifying factors
- For excessive late pick-ups (more than two in a three month period)
- If a child endangers the health or safety of staff or other children
- If the director, in consultation with the staff, determines BTB is unable to meet the needs of a child and/or a parent
- If conferences between the director and parents do not satisfactorily resolve inappropriate behavior
- If a parent does not provide the center with required paperwork concerning their child or refuses to abide by other licensing requirements
- If a parent behaves inappropriately in front of other parents, staff, or children

Attendance Policy

If your child is going to be absent please contact us and report the reason and length of absence. We are required by law to report illness to the local health department weekly and we are required to document absences in order to comply with regulations. If we do not hear from you, you may receive a note or phone call asking about your child's absences. After 5 consecutive days of being absent, your teacher will call you regarding the attendance. Children who are absent from class for 6 consecutive school days will be dropped from the program to make space available for a child on the waiting list. It is important to communicate with the teachers regarding your child's attendance.

If you are going to come in late for the day please call the center by 10:00 am and let us know when to expect your family. If you do not call and arrive at a time past 10:00 am you may be denied care for the day. As the day goes on we allow staff to leave as needed depending on ratio and we may have already sent staff when you have arrived.

How Children Learn

Children are learning every minute of the day. They learn from the way we organize the classroom, plan the daily schedule, and learn through play.

The Developmentally Appropriate Classroom

Our classroom curriculum is based on research for how children learn. We have designed our classroom to provide children with many opportunities to make choices, come up with ideas, experiment, learn, and take responsibility for their work. Here's what you'll see when you visit.

- Materials are on low shelves, in containers, and on hooks so children can get them independently and put them away.
- Shelves are neat and uncluttered so materials are easy to see, remove, and replace.

- Each shelf and container has picture and word labels so children know where materials belong.
- There are distinct interest areas--blocks, dramatic play, toys and games, art, discovery, library, sand and water, music and movement, cooking, computers, and different play spaces outdoors. This not only allows children the opportunity to know what choices are available, but also allows them the opportunity to make informed decisions.
- A variety of learning materials are in each area.
- Similar materials are grouped together to teach children to sort and classify—two of the skills important in understanding and solving math problems.

Classroom Activities

When you visit your child's classroom, you should see a room full of children playing. You may wonder what we are doing to help children learn. As children play, we watch how they use materials. We listen. We talk with them to find out what they are thinking and trying to do.

We help children become aware of their actions, offer suggestions and think about what materials to offer next. Then we challenge them to think further. This is how we encourage the development of skills children will need in elementary school.

Daily Schedule. A typical full day program may be as follows:

- Arrival/Greeting Time- Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to spend time with books or interact with adults and one another. Once all children have arrived, adults share the daily announcements.
- Large-Group Time/Music and Movement - All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects, and events meaningful to children.
- Planning Time- Through small group experiences, children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, song) planning individually, in pairs, and in small groups.
- Work Time- Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict
- Cleanup Time - Children and adults clean up together, keeping the spirit of play and problem solving alive. Children make many choices during clean up time. Adults accept children's level of involvement and skill while supporting their learning.
- Snack - Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, and wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
- Recall Time - Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow the children's lead and encourage children to share (e.g., individual props such as puppets, telephones, group games using a hula

hoop, ball or spinner, re-enacting .drawing, showing and describing a structure or painting, etc.). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

- Small Group Time - An adult-initiated learning experience based on children's interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.
- Outside Time- Children have many choices about how they play in the outdoor learning environment much as they do during Work Time indoors. Adults supervise children for safety and also join in their outdoor play, supporting children's initiatives and problem solving.
- Bathroom/Wash Hands/Prepare for Lunch (XXXXXXXX) – Children assist in preparing, set up. Children choose where they would like to sit and are encouraged to serve themselves
- Lunch/Brush Teeth – Family-style meals support children doing things for themselves (e.g., serve themselves, pour the beverage, distribute the napkins, wipe up spills). Children choose whether to eat, what to eat, how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
- Quiet/Resting Time – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, and fine motor manipulatives.
- Wake/Bathroom/Snack – Children are gently awakened as adults increase the volume of instrumental music, open blinds, and turn on lights. Adults and children work together to put away cots and set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
- Plan/Work/Recall and Cleanup Time (refer to AM descriptions)

Oral Care Routine: Establishing oral care routines for infants, toddlers, and preschoolers in an early learning center is essential for promoting good dental hygiene habits from a young age. Here's a comprehensive description of oral care routines tailored to each age group:

Infants (0-12 months):

- Gentle Cleaning: Begin oral care by gently wiping the infant's gums with a soft, damp cloth after feedings.
- Introduction of Toothbrush: As teeth begin to emerge, transition to a soft, age-appropriate toothbrush without toothpaste.
- Supervision: Conduct oral care routines in a calm and comforting environment, ensuring constant supervision to prevent choking hazards.
- Educate Parents: Share information and resources with parents about the importance of early oral care and encourage them to continue these practices at home.

Toddlers (1-3 years):

- Toothbrushing with Water: Introduce toothbrushing using a small, soft-bristled toothbrush and water. Teach toddlers to imitate the brushing motion.
- Supervised Brushing: Teachers or caregivers should supervise and assist toddlers in brushing their teeth, promoting proper technique.
- Positive Reinforcement: Use positive reinforcement, such as praise or a small reward, to encourage

toddlers to participate willingly.

- Modeling Behavior: Teachers can model toothbrushing behavior, making it a fun and interactive group activity to engage toddlers.

Preschoolers (3-5 years):

- Fluoride Toothpaste Introduction: Begin using a pea-sized amount of fluoride toothpaste, teaching preschoolers to spit out excess foam while brushing.
- Independent Brushing: Encourage preschoolers to brush their teeth independently, emphasizing all surfaces and the importance of thorough cleaning.
- Routine Integration: Establish a consistent oral care routine, incorporating it into daily activities such as after meals or before naptime.
- Oral Health Education: Introduce basic oral health education, explaining the role of brushing, flossing, and visiting the dentist in maintaining healthy teeth and gums.
- Dental Health Activities: Integrate dental health-related activities into the curriculum, such as stories, songs, or crafts that reinforce the importance of oral care.

General Practices for All Ages:

- Regular Check-ins: Conduct regular check-ins with parents to discuss oral care practices at home and address any concerns.
- Dental Health Education: Organize periodic visits from dental professionals or educators to provide interactive sessions on oral health.
- Promotion of Healthy Snacks: Emphasize the importance of healthy snacks and discourage sugary treats that can contribute to dental issues.
- Emergency Preparedness: Ensure staff members are trained in responding to dental emergencies and have necessary contacts for dental care professionals.

By implementing these age-appropriate oral care routines, educators contribute to the development of lifelong habits that promote optimal dental health in children.

Curriculum: We have chosen to implement the play-based learning framework of Creative Curriculum® for Preschool and Infant Toddler. Creative Curriculum® is a comprehensive system of learning based on research and knowledge regarding all areas of child development – social/emotional, physical, cognitive, and language.

The teachers use their own experiences, as well as the children's interests, to adapt the curriculum to be unique to each GSRP class. Classroom observations and assessments become important tools for the teachers to communicate with parents. Play allows children to learn about the world and themselves. As children play, they learn new skills, develop coping mechanisms, test new ideas, and master their bodies. Creative Curriculum® for Preschool provides extensive guidance for teachers in the content areas of literacy, math, science, social skills, and the arts. As children make choices about where to play in the classroom, they are learning a variety of skills. For example, building with blocks promotes material exploration, as well as spatial planning, symbolic representation, dramatic play, and social interactions. In the area of art, teachers emphasize the process rather than the finished product. As children use art materials, they are planning and carrying out a task and also using symbols to represent their ideas. Our

play-based curriculum offers children many opportunities for positive interactions with other children and adults.

Ongoing Child Assessment – Teaching Strategies Gold:

Ongoing Child Assessment is a process in which the teaching staff systematically observes and records information about the child's level of development. The assessment of young children enrolled provides information across all domains identified in the *Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)*: social and emotional development, intellectual development, language and early literacy development, creative development, physical development, health; early learning in math, science, social studies; and use of technology. Teaching staff formally assess aggregate data three times per year (November, February and May). Ongoing assessment results are shared minimally, twice per year (parent-teacher conferences and end of the year home visit). Referral recommendations based on the child assessment requires parental permissions.

Assessments are designed to help teachers support learning and development for both individual children and classrooms of children. It helps to identify children who may need additional services and aids in effectively communicating progress or concerns with parents. Child outcome data is aggregated for each classroom and program-wide to assure continuous improvement of the program. It also informs goal setting, lesson planning, the ordering of program materials, and the planning of staff professional development. Child assessment data is collected daily across the preschool routine by teaching staff that are trained in the assessment tool itself. Informal observations are written about what children are learning and doing and then recorded in the online assessment systems. Staff has a clear understanding of how to interpret and read results and reports so as to best analyze the tools data.

Screening Tool Developmental Screener – Brigance III

Developmental screening is intended to identify the need for further assessment and used to verify delay in any developmental or health domain. Developmental screening is standardized and surveys abilities in broad terms: large and small muscle coordination, perception, language, cognitive development, and emotional and behavioral concerns. It is comprehensive across developmental domains and includes parental input. Screening will take place with the expressed consent from the parent or legal guardian. The screening will be a snapshot of the child's abilities in the identified areas. All staff are trained in how to assist families in administering the screening tool and are proficient in interpreting the results.

The screeners that are used in the classrooms is the Brigance III.

The questionnaires take approximately 25-30 minutes to complete. They will be used twice per year. Developmental screening will be implemented within two weeks of the child's enrollment into GSRP. This typically takes place in September or early October depending on the start date and the results are shared with parents at the first parent-teacher conference (October, November). Any results that are of concern will be addressed with parents immediately. Developmental screening results are confidential and only shared between the parent and the teacher. If a need for a follow-up evaluation or further observation is recommended, then appointments with the parent can be set up in advance for developmental updates.

Observation Records.

Teaching teams will use note-taking and checklists to accurately record behaviors and developmental

milestones reached by each child as they occur within the classroom setting. These records will be used to guide behavior plans and recall skills when completing an individual child's progress report. Teachers will also use these observations to guide curriculum and lesson planning to increase skill levels in the classroom as a whole

Planned, intentional learning experiences for School Aged:For school-age children, providing a well-rounded and intentional learning experience is crucial for their holistic development. Here's a description of planned, intentional learning experiences that encompass various domains:

1. Social-Emotional Development:

- **Planned Activities:** Incorporate group activities that encourage teamwork, communication, and conflict resolution. These can include cooperative games, team projects, and role-playing scenarios.
- **Intent:** Foster a positive and supportive social environment, helping children develop empathy, self-awareness, and strong interpersonal skills.

2. Physical Development:

- **Planned Activities:** Organize structured physical activities such as sports, dance, yoga, or outdoor play. Include activities that promote fine and gross motor skills development.
- **Intent:** Enhance physical fitness, coordination, and spatial awareness while emphasizing the importance of a healthy and active lifestyle.

3. Academic Development:

- **Planned Activities:** Design age-appropriate learning experiences in subjects like mathematics, language arts, and science. Incorporate hands-on projects, educational games, and exploration.
- **Intent:** Stimulate curiosity, critical thinking, and a love for learning, ensuring that academic activities align with school-age developmental milestones.

4. Creative Expression:

- **Planned Activities:** Integrate arts and crafts, music, drama, and creative writing activities into the curriculum. Provide opportunities for self-expression through various mediums.
- **Intent:** Cultivate creativity, imagination, and self-confidence, allowing children to explore and express their unique perspectives and talents.

5. Cultural Awareness:

- **Planned Activities:** Implement activities that celebrate diversity, including exposure to different cultures, traditions, and cuisines. Arrange guest speakers or cultural events to broaden understanding.
- **Intent:** Promote cultural sensitivity, tolerance, and an appreciation for diversity, fostering a global perspective in school-age children.

6. Character Development:

- **Planned Activities:** Integrate character education programs that focus on virtues such as honesty,

responsibility, respect, and kindness. Engage in discussions and activities that highlight the importance of good character.

- Intent: Instill strong moral values and ethical behavior, contributing to the development of responsible and compassionate individuals.

7. STEM (Science, Technology, Engineering, and Mathematics):

- Planned Activities: Incorporate hands-on STEM projects, experiments, coding activities, and exposure to age-appropriate technology. Encourage exploration and problem-solving.
- Intent: Develop critical thinking skills, curiosity, and a foundation in STEM subjects, preparing children for future academic and career opportunities.

Inclusion Policies

Cultural Competence.

Birth Toddlers & Beyond has culturally diverse classrooms. Cultural competency is important because it impacts student self-worth and acceptance in the classroom environment. The purpose of cultural competence is to provide sensitive environments in which all families and children feel welcomed and accepted. BTB, in accordance with the Michigan Department of Education Early Childhood Standards of Quality, will show respect for the cultural, home language, and family composition for all children. Some organizations that BTB works with are the LISD and MSU Extension. These programs help provide resources for students and training for teachers.

Encompassed within the BTB program and Program Quality Assessment are specific measures to ensure cultural awareness within the BTB classrooms. This includes but is not limited to: materials reflecting the cultures within the classroom and supporting children who speak multiple languages. Every measure will be made to understand and reflectively respond to families and children from all cultures. One tool teachers use to ensure this, is a cultural competence scan that is put in place twice yearly to assess the strength of how well the room is meeting the centers cultural competence plan. From the scan teachers will gather information on how to improve their classroom and teachers will take professional development hours relating to their classroom as well.

This information will be shared with families during interviews and will be reviewed with teachers twice yearly. Meeting students' needs and providing a diverse learning environment is important to BTB.

Cultural Competency Plan

Purpose: The purpose of the Cultural Competency Plan is to make certain that BTB meets the diverse needs of children, families, and staff members. Also, to provide a framework for advancing and valuing diversity within the center.

Importance:

Children- It is important that all children's needs are met. One way BTB ensures that these needs are met is through cultural exposure in the classroom. Twice a year staff members complete a self cultural competency scan in their classroom. This scan focuses on five areas: culturally responsive physical environment, culturally responsive learning environment, culturally responsive family involvement, culturally responsive teachers/ staff, and culturally responsive students. Examples you'd see in the

classroom would include: - Books that reflect authentic cultural traditions

- Classroom materials are written in the child's first language
- Hosting/ Celebrating cultural events
- Written communication with parents with limited English
- Learning activities that include cultural and linguistic diversity

Families- The Cultural Competency Plan is important to families because it lays the framework for what is expected from the center. The plan communicates that the center has each child and families best interest at heart and the center is inclusive. The Cultural Competency Plan is shared with families upon enrollment and examples of the plan can be seen in the classroom.

Staff- The Cultural Competency Plan is important to staff members because it lays the framework for what is expected from the company. It also ensures that the needs of the staff members are met. Staff are responsible for completing two **Self Cultural Competency Scans** a year. After each scan is completed staff members will meet with the director/owner and go over results. Together the lead teacher and the director/ owner will make a game plan on classroom improvements based on a child's needs. During this time the lead teacher will pick

Professional Development hours that focus on cultural competence and relate to the classroom needs at that time. Together each staff member will complete 3 hours of professional development hours focused on cultural competence.

Special Needs Plan

Purpose: To provide child care that meets the needs of all children, regardless of their needs.

Importance: Child care programs provide public accommodations and therefore must comply with the Americans with Disabilities Act. Child Care programs should be committed to meeting the needs of all children, regardless of special healthcare needs or disabilities. As the number of children with chronic health conditions increases, as well as the number of children with emotional or behavior issues, the ability of programs to plan for and include all children is critical.

Children- The importance of a special needs plan for children is to ensure that they are receiving quality care.

Families- The importance of a special needs plan for families is to communicate the centers plan for educating and caring for students with special needs. It also communicates what is to be expected from the center and from the families.

Staff- The importance of a special needs plan for staff members is to communicate the desired outcomes of the organization. It also serves as a guide for what is expected of staff members.

Support: Birth Toddlers & Beyond is committed to the success of all students by providing the following support to students, families, and staff.

Children: The environment is designed to be sensory-friendly and accessible, ensuring that all children can actively engage in activities. Additionally, the staff fosters a culture of acceptance and understanding among all children, promoting empathy and friendship.

Families: Specially trained staff members work closely with parents and, if applicable, specialists, to create an individualized learning and development plan that addresses the child's specific challenges and strengths.

Staff: BTB invests in ongoing professional development opportunities focused on inclusive education and strategies for supporting diverse learning needs.

Tools and resources- BTB works closely with the LISD (Lenawee Intermediate School District) to provide children with written IEP's, speech specialist, and behavior specialist. BTB also has resource books such as "So this is normal too?" that teachers can refer to.

These tools help to ensure that all children's needs are being met by keeping the classroom a healthy learning environment and providing resources for children that need them. This plan meets the needs of children because it gives children access to more resources and helps all children receive a better education. It meets the needs of parents because it also gives parents access to more resources. The special needs plan meets the needs of teachers by providing resources for teachers to use. Inclusion of children with special needs has been shown to enrich the child care experience for all staff, children, and family members.

Policies and procedures

If a student comes in with **KNOWN** needs, BTB will ask the family to provide any previous information or resources. Also, a special needs form will be filled out to communicate goals and expectations of care. This information will be shared with teachers. Possible resources, like LISD, may be utilized during care to better serve the needs of the family and child.

If a student comes in with **UNKNOWN** needs, these needs will be identified through observations and assessed with Ages & Stages/ Brigance. Then, a meeting will be held with the family to develop a Corrective Action Plan. Further resources may be utilized for additional help and ideas.

Birth Toddler & Beyond reserves the right to refuse care to children that:

- Are aggressive and endanger the safety of other children or staff members
- Needs of the student exceed Birth Toddler & Beyond resources

Lesson Plans. Lead teachers, with the help of the assistants, will develop a written lesson plan developed around Creative Curriculum objectives for Development and Learning.

<p>Social–Emotional</p> <ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> a. Manages feelings b. Follows limits and expectations c. Takes care of own needs appropriately 2. Establishes and sustains positive relationships <ol style="list-style-type: none"> a. Forms relationships with adults b. Responds to emotional cues c. Interacts with peers d. Makes friends 3. Participates cooperatively and constructively in group situations <ol style="list-style-type: none"> a. Balances needs and rights of self and others b. Solves social problems 	<p>Cognitive</p> <ol style="list-style-type: none"> 11. Demonstrates positive approaches to learning <ol style="list-style-type: none"> a. Attends and engages b. Persists c. Solves problems d. Shows curiosity and motivation e. Shows flexibility and inventiveness in thinking 12. Remembers and connects experiences <ol style="list-style-type: none"> a. Recognizes and recalls b. Makes connections 13. Uses classification skills 14. Uses symbols and images to represent something not present <ol style="list-style-type: none"> a. Thinks symbolically b. Engages in sociodramatic play 	<p>Science and Technology</p> <ol style="list-style-type: none"> 24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth’s environment 28. Uses tools and other technology to perform tasks
<p>Physical</p> <ol style="list-style-type: none"> 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills 7. Demonstrates fine-motor strength and coordination <ol style="list-style-type: none"> a. Uses fingers and hands b. Uses writing and drawing tools 	<p>Literacy</p> <ol style="list-style-type: none"> 15. Demonstrates phonological awareness <ol style="list-style-type: none"> a. Notices and discriminates rhyme b. Notices and discriminates alliteration c. Notices and discriminates smaller and smaller units of sound 16. Demonstrates knowledge of the alphabet <ol style="list-style-type: none"> a. Identifies and names letters b. Uses letter–sound knowledge 17. Demonstrates knowledge of print and its uses <ol style="list-style-type: none"> a. Uses and appreciates books b. Uses print concepts 18. Comprehends and responds to books and other texts <ol style="list-style-type: none"> a. Interacts during read-aloud and book conversations b. Uses emergent reading skills c. Retells stories 19. Demonstrates emergent writing skills <ol style="list-style-type: none"> a. Writes name b. Writes to convey meaning 	<p>Social Studies</p> <ol style="list-style-type: none"> 29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places 32. Demonstrates simple geographic knowledge <p>The Arts</p> <ol style="list-style-type: none"> 33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
<p>Language</p> <ol style="list-style-type: none"> 8. Listens to and understands increasingly complex language <ol style="list-style-type: none"> a. Comprehends language b. Follows directions 9. Uses language to express thoughts and needs <ol style="list-style-type: none"> a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar d. Tells about another time or place 10. Uses appropriate conversational and other communication skills <ol style="list-style-type: none"> a. Engages in conversations b. Uses social rules of language 	<p>Mathematics</p> <ol style="list-style-type: none"> 20. Uses number concepts and operations <ol style="list-style-type: none"> a. Counts b. Quantifies c. Connects numerals with their quantities 21. Explores and describes spatial relationships and shapes <ol style="list-style-type: none"> a. Understands spatial relationships b. Understands shapes 22. Compares and measures 23. Demonstrates knowledge of patterns 	<p>English Language Acquisition</p> <ol style="list-style-type: none"> 37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English

Program Quality Assessment The preschool Program Quality Assessment (PQA) is a rating instrument designed to evaluate the quality of early childhood programs. It evaluates program quality in areas of: learning environment, daily routine, adult-child interaction, curriculum planning and assessment, parent involvement and family services, staff qualifications and development, and program management. An Early Childhood Specialist (ECS) works with the program on a monthly basis and completes the full assessment three times a year. Results from this assessment are then used by the teaching teams to complete classroom Quality Improvement Plans.

Food.

BTB provides a snack for children that meet the USDA. Make sure food allergies are communicated clearly on enrollment forms and to classroom teachers so that special accommodations can be made. Lenawee GSRP is a peanut and tree nut free environment Meal-time can be a social learning time where children are encouraged to try new foods. Good table manners and eating habits are encouraged. All parents must complete the Parent Providing Food Agreement included in the enrollment pack.

Nutrition & Healthy Choices

Promoting a balanced and nutritious approach to packed lunches for students is essential for their overall health and well-being. Families can ensure their student's lunchbox includes a variety of food groups to meet their nutritional needs. A well-rounded meal might consist of a lean protein source, such as grilled chicken or beans, whole grains like brown rice or whole wheat bread, and a colorful assortment of fruits and vegetables. Including a healthy fat source, such as avocados or nuts, can further enhance the nutritional value. Parents should be mindful of portion sizes to prevent overeating while ensuring their child receives enough energy for their daily activities. Limiting sugary snacks and drinks is crucial for maintaining dental health and preventing energy crashes. Encouraging hydration by including water or low-fat milk is also important. By fostering a diverse and nutrient-rich lunch routine, families contribute to their student's concentration, energy levels, and overall health, establishing habits that promote lifelong well-being.

Use of Photos.

BTB uses photos of children for many purposes. They may be used for a special project/craft, identification of personal belongings, classroom/hallway decorations or Lenawee GSRP publicity. Parents may request in writing to their Site Director that their child not be photographed for one or all of the mentioned purposes.

Confidentiality Guidelines

To be confidential is to be entrusted with someone's personal information and not share it with others. BTB staff must respect families', children's and colleague's privacy. All information and documentation necessary for BTB enrollment will be only shared with the lead teacher and administrator for verification of eligibility only. Documentation will then be stored outside the classroom in a locked location. Confidentiality also includes sharing any other information regarding a child including but not limited to, all child/family information and records, private conversations with a parent, or developmental information. The lead teacher should discuss confidential information with other teachers only if they need to know the information to complete their job responsibilities. Confidential information should not be removed by any employee unless approved by the Site or Executive Director.

Dressing Children for School

Children will be active during the day and involved in a variety of activities. Please dress children so they will be comfortable and so you are not worried about ruining what they are wearing.

Children need to wear play clothes and rubber soled shoes. No open toed shoes or flip flops, please. Children will be walking down the hall and climbing on play equipment and rubber soled shoes work best for these activities.

Children will also be sitting on the floor, climbing and jumping. If girls wear dresses, shorts or leggings are best underneath.

We will be going outside often so please dress your child in clothing for the weather. In the winter children will need a warm coat, snow pants, boots, gloves and a hat. Please be sure your child has shoes to wear inside when you bring him or her to school in boots. Please put your child's name on all items. You may bring an extra pair of shoes and leave them in your child's locker.

It is always a good idea to be prepared. Please bring an extra set of clothes to leave at school in your child's basket. Please mark everything with your child's name on it.

Field Trips

- Field trips are planned to enhance the preschool curriculum – and develop the children's interest in the world around them – through the introduction of new and exciting experiences.
 - Parents may accompany their child on field trips (space permitting).
 - The teacher will communicate, in writing, the location and date for the field trip. Sign-up will occur prior to each field trip.
- Teachers may invite special visitors to provide students appropriate developmental experiences. Visitors may include a police officer, fire person, librarian or others that may enhance a child's learning.

Health Issues

Importance of a Health Plan

The importance of a health plan is to set a general plan of action used to guide a desired outcome.

Families- The purpose of the health plan is to communicate to families on when to keep their child home and what is expected if their child becomes sick at school.

Children- The purpose of the health plan for children is to educate them about the spread of germs and give them tools, such as hand washing, to help limit the spread of germs.

Staff- The purpose of the health plan for staff is to communicate the desired outcomes of the organization.

Child Health and Safety

Outdoor Play. Cold weather does not make children ill. Studies have indicated that children who are

taken outdoors, even during cold weather for short periods of time, have fewer incidences of respiratory illnesses. Infectious disease organisms are less concentrated in outdoor air than indoor air. Exposing the skin to sunlight promotes the production of the vitamin D that growing children require. Being outdoors in the fresh air helps children to stay healthy. When outdoors, children breathe fresh air, develop their muscles, learn and practice increasingly difficult skills, share and cooperate with other children, and get hands-on experiences with some basic scientific principles. Outdoor play affords an opportunity for learning in a different environment and also provides many health benefits. Open spaces in outdoor areas encourage children to develop gross motor skills and fine motor play in ways that may be difficult to duplicate indoors.

It is also recommended:

- That children wear child-safe sunscreen during warmer months.
- That children are dressed appropriately for activities: full jacket, snowsuit, mittens, scarf, hat, boots for snow play; etc...
- That children bring in a water bottle to make sure they are adequately hydrated during both hot and cold weather

(Taken from the Michigan Department of Human Services - Technical Assistance Manual)

Children will not be permitted to go outside when the "Feels Like" temperature is under 10 °F or above 100 °F. The "Feels Like" temperature takes into consideration the wind chill or heat index and is a better measure of the weather conditions for outdoor play.

Children frequently pass virus/bacteria from one to the other. In an effort to minimize the illness between children and their families, the following guidelines have been established to help parents make wise decisions regarding when to keep their child home, We will also call a parent/guardian if a child appears ill and/or contagious.

Please call your child's teacher if your child becomes ill.

We will send information home if it is a possibility your child has been exposed to a contagious illness.

Conjunctivitis- (inflammation of the eye)

Symptoms include pus and pinkness in the corner of the eye and itchy/watery eyes. Primarily spread through pus. Treatment is usually ophthalmic antibiotics and the child can return to school 1-2 days after treatment has begun.

Colds

48-72 hours after your child comes in contact with a "cold virus" he will usually begin to exhibit symptoms of runny nose, cough, and sore throat. Your child may attend school as long as he/she does not display the following:

1. Is your child continuing to be irritable/
2. Are other symptoms beginning to appear; i.e. loose productive coughing, green or yellowing nasal discharge, rubbing of the ears?
3. These things could mean a more serious illness is developing and the child should be further evaluated at home.

4. lethargic?
5. Is your child's appetite poor, or is he/she refusing to drink liquids?
6. Is your child's sleep pattern disturbed?

Diarrhea

Refers to the consistency of the bowel movement, rather than the actual number. It is often viral in origin and clears in a few days. It is often accompanied by other symptoms; i.e. vomiting and fever in the initial stages, and the child should be kept home.

Cough

Usually present with the upper and lower respiratory tract infection, the primary way infectious droplets are released into the airborne environment. An occasional cough is not significant, but if your child is coughing enough for you to administer a cough suppressant, keep him/her at home.

Health Issues Continued:

Fever

The most obvious reason to keep your child at home. Temperature greater than 100.6 F. (oral or rectal) is considered to be a fever. Twenty-four hours after the temperature has returned to normal, without medicine, the child may return to preschool, provided the child's overall appearance has also been evaluated.

Rashes

1. Caution should be exercised here. Rashes related to chickenpox, rubeola, rubella are at the communicable stages at this time. It would be helpful to have these diagnosed by your pediatrician, and have his specific advice as to when your child can return to preschool.
2. There are hundreds of other viruses, which will clinically produce high fever for several days, then a precipitous drop in fever to normal with the appearance of a rash. These "viral rashes" are not medically significant. The child can be brought to preschool 24 hours post fever. It would again be helpful to have this condition diagnosed by your pediatrician.

Vomiting

This is a reason to keep your child at home. Twenty-four hours after the cessation of vomiting, the child can return to preschool, provided the child's overall appearance has also been evaluated.

Impetigo, Ringworm, Scabies and Head Lice

Impetigo, ringworm, scabies and head lice are also considered communicable diseases, and if observed at school, the child will be sent home for treatment. In the case of head lice, the following guidelines will be followed:

- If live lice and/or nits are found on a student's head, the parent will be contacted and the child will be sent home for appropriate treatment; appropriate treatment includes the removal of all nits.
- Upon returning to school, the classroom teacher or office personnel will check to make sure effective treatment has taken place and all nits have been combed out. ● In cases where several students in the same classroom are found with head lice, parents of the other students in that classroom will receive notification.

This data is not meant to take the place of advice from your doctor and is only given for information purposes.

Annual wellness check-up

Annual check-ups play an important role in the health of children. Check-ups help to create a family history and help doctors to prevent and detect future health problems within the family. BTB encourages annual check-ups by requiring an updated shot and health record at the start of the year. In January, BTB reviews child files and sends required documents home to be filled out. This includes a health appraisal that requires an updated shot record.

On top of annual check-up BTB provides an annual screening called Ages and Stages. This screen helps to show various milestones that each child should obtain at a certain age. From these screening BTB can determine what children are on track and what children need extra assistance. In some cases children can be referred to the LISD for more help on reaching their milestones.

Lastly, BTB provides annual visits from the Health Department and Dental R US. These visits include hearing, vision, and dental cleanings.

Family Resources:

<https://brightfutures.aap.org/families/pages/Resources-for-Families.aspx>

<https://www.cdc.gov/vaccines/parents/downloads/milestones-tracker.pdf>

<https://www.cdc.gov/vaccines/parents/downloads/parents-ver-sch-0-6yrs-sp.pdf>

<http://www.mottchildren.org/conditions-treatments/general-peds/well-child-visits>

<https://www.mcir.org/school-childcare/education-and-training/>

Child Incident/Accident

In case of injuries, where a visible mark is left, the incident is logged and Child Incident/Accident Report is completed. A report will also be sent home. In case of serious injuries, Staff will follow the guidelines for Accident or Injury (emergent) as listed in the Health Care Service Plan. All staff is trained in CPR and First Aid. Until the arrival of the parent, a physician, an ambulance or paramedics, the child's teacher or Site Director will make decisions regarding care of the child.

Emergency Procedures.

BTB has written procedures for emergency situations including fire, tornado, serious accident/injury and man-made disasters, as well as a crisis management plan. Emergency procedures and evacuation plans are posted in each classroom. For detailed instructions on specific emergency procedures, please see the Crisis Intervention Plan.

Non-Smoking Policy. According to law, smoking is prohibited in the building or on the adjoining grounds.

Communication

- Each child is assigned a mailbox where notes, schedules, calendars etc. are passed out to go home.
- The adult picking the child up is responsible for collecting all items from a child's mailbox.
- We encourage children to bring a backpack or bag with their name on it to hold all items from their mailbox. This will help to secure items until they get home.

Newsletter: Each month the teacher will send home a newsletter. This will have pertinent information for the coming month as well as articles of interest for families.

Conferences will take place in November and again in the spring. A schedule will be sent home for you to sign up.

Teachers welcome questions or concerns at any time. Please feel free to contact your child's teacher at any time. If the teacher is not available please leave a message or leave a message in the office and the teacher will get back with you as soon as possible.

- Any information shared about children and families in the program due to working or volunteering in the classroom will not be tolerated.
- Concerns about information can be discussed with the program director.

Discipline Policy

The goal of discipline at Birth Toddlers & Beyond is to help children develop self-control. This is achieved by ensuring that children understand the rules, the reasons behind them, and the consequences of their actions. The discipline methods used are developmentally appropriate and positive, aiming to encourage self-control, self-direction, self-esteem, and cooperation.

Children will be taught the classroom rules and expectations and the staff will enforce these rules. This enforcement involves stating the class expectations, redirecting children's behavior, and applying consequences for their actions. For example, a child may be asked to leave the area they are playing in for a short period of time. Additionally, staff members may guide a child to a calming area until they are ready to talk and create a safe plan for play.

When children are upset, adults will interact with them and encourage problem-solving strategies. This approach helps children learn how to handle their emotions and find solutions to conflicts or challenges they may encounter.

Overall, the discipline methods employed at Birth Toddlers & Beyond aim to foster healthy development and encourage positive behaviors in children by promoting self-control, self-direction, self-esteem, and cooperation.

Program Expectations

1. Be kind to others.
2. Take care of your room and materials.
3. Keep our hands on our own bodies.

4. Use quiet voices inside the classroom, hallways and the office.
5. Use walking feet inside.
6. Work and play safely.
7. Always stay with your teachers and/or family.

There may be times when our actions will still not stop the undesirable or unsafe behavior. In these situations we will follow the following steps:

If a child's behavior does not improve with the use of Conscious Discipline, the following steps will be taken at Birth Toddlers & Beyond:

- 1. Child brought to the director:** If the behavior persists, the child will be brought to the director. The director will have a conversation with the child to understand the root of the issues while the child remains with them. A behavior report will be written and sent home for the parents to review.
- 2. Behavior plan:** If the child continues to display repeated unsafe behavior and shows little or no progress, the director will collaborate with the teacher to develop a behavior plan. This plan will involve the parents and outline specific actions they can take at home to help address and resolve the unsafe behaviors.
- 3. Conference with parents:** If the child's inappropriate behavior persists despite the steps taken, and it significantly affects the classroom environment and disrupts ongoing activities, the director will request a conference with the child's parents. During the conference, the director will explain the steps that have been taken and the lack of improvement seen. As a consequence, the child will be suspended from care for the following day.
- 4. Continued lack of improvement:** Upon the child's return from suspension, if the situation has not improved and the child's behavior continues to significantly hinder the productivity of the classroom, the parent will be asked to remove the child from care.
- 5. Violent or threatening behavior:** If the child's behavior escalates to a violent or threatening nature, posing a risk to themselves, other children, staff, or parents, the parent will be immediately called and asked to pick up their child. This incident will be documented in the child's file.
- 6. Multiple occurrences:** A second occurrence of significant behavioral issues within a one-month period will result in a three-day suspension period. If a third occurrence happens within a two-month period, it will lead to the termination of care.

These steps are in place to address persistent behavioral challenges and to ensure the safety and well-being of all children, staff, and parents at the center.

In the event of an unusual incident, the following procedures will be followed:

1. If a student leaves a mark on another student or staff member, they will be sent home for the remainder of the day.
2. If a student leaves a mark on another student or staff member resulting in a visible mark or injury, they will be sent home for the remainder of the day and also required to stay home the following day.

These measures are in place to ensure the safety and well-being of all individuals involved and to uphold the standards of behavior expected within our educational environment.

BITING POLICY

When Biting Does Occur:

Birth Toddlers & Beyond recognizes that biting is a developmentally appropriate behavior for infants through the 2 ½ year range. Parents with children under 2 ½ years old we ask that you remember this is a developmentally appropriate behavior, and that the staff will work to identify situations which provoke, or elicit this behavior so it can be prevented in the future.

Children 3 years and older may occasionally be involved in a biting incident. For children in this age group parents are expected to cooperate with staff to help their child control this behavior.

For the child that was bitten:

1. First aid is given to the bite. It is cleaned with soap and water. If the skin is broken, the bite is covered with a bandage.
2. Parents are notified.
3. The "Injury Occurring at School" form is filled out documenting the incident.

For the child that bit:

1. The teacher will convey to the child that biting hurts.
2. The child will be removed from the area that the incident occurred.
3. The parents are notified.
4. The "Ouch Report" is filled out documenting the incident.

When Biting Continues:

1. The child will be shadowed to help prevent any biting incidents.
2. The child will be observed by the classroom staff to determine what is causing the child to bite (teething, communication, frustration, etc.) The administrative staff may also observe the child if the classroom staff is unable to determine the cause.
3. The child will be given positive attention and approval for positive behavior.

When biting becomes excessive:

1. If a child inflicts 2 bites in a one week period (5 weekdays) in which the skin of another child or staff member is broken or bruised or the bite leaves a significant mark, a conference will be held with the parents to discuss the child's behavior and how the behavior may be modified.
2. If the child again inflicts 2 bites in a one week period (5 weekdays) in which the skin of another child or staff member is broken or bruised or the bite leaves a significant mark, the child will be suspended for 2 business days.
3. If a child once again inflicts 2 bites in a one week period (5 weekdays) in which the skin of another child or staff member is broken or bruised or the bite leaves a significant mark, the parents will be asked to make other day care arrangements.

If a child, who has been through steps 1 and/or 2, goes 3 weeks (15 business days) without biting, we will go back to step one if the child bites again.

If a child bites twice in a 4 hour period, the child will be required to be picked up from day care for the remainder of the day. This will not count towards the 2 day suspension.

Child Abuse/Neglect. We are required by law to report suspected incidents of child abuse/ neglect. Community services are available to families seeking help or intervention; please see the Site Director for a list of resources

Early Dismissal and School Closings

Birth Toddlers and Beyond GSRP Schools early childhood program will be closed when Sand Creek Schools are closed. In the event that school is canceled due to snow, ice or other emergencies, notification will be made on local TV and Radio stations. .

Room Transitions: Transitioning from one classroom to another or to a new school is a crucial aspect of a student's growth and development, and having a well-thought-out plan can help make these transitions smooth and efficient. Here's a comprehensive plan for managing classroom/ program transitions:

Establish Clear Procedures:

- Clearly outline expectations for transitions. Teach students specific routines for entering and exiting classrooms.
- Use visual aids, such as charts or diagrams, to illustrate the transition process.

Buddy System:

- Implement a buddy system where students pair up to support each other during transitions.
- Older students can assist younger ones, fostering a sense of responsibility and community.

Communication:

- Foster open communication between teachers to share information about any specific needs or considerations during transitions.
- Regularly update parents on the transition plan and involve them in reinforcing routines at home.

Special Considerations for Special Needs:

- Individualize the transition plan for students with special needs, considering sensory needs, mobility issues, or other unique requirements.
- Collaborate with special education professionals to ensure tailored support.

Positive Reinforcement:

- Acknowledge and reward positive behavior during transitions. This can be through verbal praise, stickers, or a simple reward system.
- Encourage a positive and supportive atmosphere during transitions.

Reflect and Adjust:

- Regularly assess the effectiveness of the transition plan and make adjustments as needed.
- Seek feedback from teachers, students, and parents to address any challenges or concerns.

By implementing a well-organized transition plan, schools can create a positive and structured environment

that supports students as they move from one classroom to another, contributing to a more effective and enjoyable learning experience.

Employee and Volunteer Requirements

Employee Screening Policy. The following steps will be taken by the Site Director to ensure that all staff members are of responsible character and suitable to meet the needs of children as stated in R4000.5104 of the Licensing Rules for Childcare Centers:

- Staff must sign a written acknowledgment of the following:
 - o That they are of responsible character, have not been convicted of a crime, and will report upon being investigated or convicted of a crime
 - o That they have received a copy of the Michigan Child Protection laws excerpted by the Department of Human Services and understand its contents including mandating requirements, definitions and indicators of abuse/neglect
 - o That they will report any suspected abuse or neglect of a child by parent, staff, or other to the proper authorities
 - o Sign a statement that they have never been named in a central registry case, are the perpetrator of a child abuse or child neglect, nor have been investigated for abuse or neglect
- A State Police Clearance Form must be completed by applicants, and checked through the state website. All directors will be required to complete fingerprint registry. This clearance will be repeated for each employee on a yearly basis.
- Children's Protective Service Clearance Form will be completed and kept on file. This clearance will be repeated for each employee every two years.
- LLPP reserves the right to require drug/alcohol screening of any employee at any time during employment

Employee Training Policy.

All employees must comply with training requirements mandated by state, federal or local agencies. All employees will complete an orientation process before unsupervised contact with children. All employees must read and sign the Employee Acknowledgement stating that they have read and understood all the policies of the center as stated in the Employee and Parent Handbooks, Classroom Handbook, Crisis Intervention Plan and Health Care Service Plan. All employees must familiarize themselves with the State Licensing Rules for Childcare Centers.

All Lead and Assistant Teachers must complete 24 hours of annual training in child development, curriculum, child discipline, health/safety, nutrition, working with parents and licensing rules for childcare centers.

All staff must also complete training on child abuse/neglect and cultural competency/inclusions. All employees are required to have current First Aid, CPR and Bloodborne Pathogen training.

Performance and Evaluations.

Families are given the opportunity to evaluate classroom functioning and teacher performance in the

winter. The Site Director will use these evaluations to set improvement goals for the classrooms and provide feedback to individual teachers on their performance. The Site Director will also see written feedback from co-workers regarding an employee's performance. These feedback forms are designed for the use of the Site Director only and are destroyed after the information is used to assist in the Site Director's written evaluation of the employee. The Site Director will meet with the employee annually to give feedback and assist employees in creating goals for the upcoming year.

Staff are given the opportunity to evaluate the center at the end of each calendar year. Surveys are sent out for an anonymous written response. Staff can also give verbal feedback during their 1 on 1 meetings with their center directors.

Children provide program feedback daily through their actions. Staff are responsible for documenting students' development and making adjustments to meet their needs. These notes and ideas are discussed with the admin weekly.

Volunteer Policy

Volunteers provide a wonderful service in the classroom as they lend their time, energy and compassion toward the children. It is important to keep in mind that ultimately the children are the responsibility of the employees. Staff members will ALWAYS have a "line-of-sight" observation of the volunteer. All volunteers must be fingerprinted to get clearance of any child related crimes.

Classroom Visitors

Any classroom visitor, or guest speaker must be pre-approved by the Site Director and check in with the office when they arrive

Parent Involvement

BTB welcomes your family into our community and invites you to become active partners with us as we teach and care for your child. When parents and teachers join in partnership an optimum learning environment can be created. BTB has an open door policy with all parents and we invite you to drop in anytime. We seek to encourage parents to participate in the education of their child inside and outside the classroom. Here are some ways you can get involved:

- Having informal day-to-day conversations with teachers
- Communicating with your child's teacher through email, phone and notes
- Attending formal parent teacher conferences
- Participating in developmental discussions regarding your child by request or invitation
- Volunteering within the classroom
- Reading your child's lesson plans, monthly newsletters and Parent Board information
- Participating in special events for parents and families
- Reinforcing lesson plan activities at home
- Participating in advisory committee meetings
- Participating in program evaluations and giving input on policy and procedure • Sharing ideas or items related to your culture that can be shared in the classroom

Parent Resources.

- A list of family basic needs and health related resources are available. A book of more detailed and widespread resources is also available on the parent table.
- 2-1-1. If you need immediate assistance or wish to speak with someone about your needs, dial 2-1-1 which is an access point for persons needing health and human service programs. Please also feel free to ask your site director for assistance in finding available services for your family.
- Parenting Education Opportunities. Opportunities for parenting education will be highlighted in the monthly newsletters, displayed on the parent boards or distributed through your child's mailbox. Education opportunities may include: speakers, playgroups, parenting articles, and seminars.