



Paradise Christian School & Development Center

Family Handbook

"Preparing the Leaders of Tomorrow"

Rev 8/2022

Mission Statement

Paradise Christian School's mission is

"Preparing the Leaders of Tomorrow",



Offering a comprehensive inclusive

High Quality Early Childhood and School-age program,

which specializes in the social-emotional, physical, and

intellectual development of each child;

Along with our community partners,

we have undertaken to inspire our children

to build their self-esteem and

confidence in themselves to achieve

a foundation that no one can tear down.

School Philosophy & Mission Statement

Paradise welcomes children of all races, colors religions and national and ethnic origins

Welcome to the Paradise Family!



Since 1981, we have taken a personal dedicated interest in quality early childcare, education and family involvement. We look forward to your participation in our program as we strive to build the foundation of knowledge and skill your child's future depends upon. By investing in quality education and care today, we have the assurance of a successful future enabling your

child to become one of the "Leaders of Tomorrow." **With Children as a priority, complemented by family educational opportunities, Paradise has become a support system for the families and our community.**

Let us invest today for the best of tomorrow!



At Paradise We Believe in...

Acceptance:

Children should feel that school is a happy place with fun-filled experiences where they feel they belong.

Hierarchy of Needs:

Children rely upon their basic fundamental needs to be met in order to be prepared for the skills required to achieve their fullest potential.

Individualism/ Inclusive:

Children are unique individuals with varying learning styles and needs that should be stimulated and challenged with consideration to Physical, Mental, Social, Emotional, Intellectual, special needs, Spiritual and Cultural aspects of development.

Hands on Learning:

Children learn best when actively involved in multi-sensory interactive learning experiences providing challenging activities.

Family Connection:

Children value the continuity between home and school while benefiting from Family involvement in daily activities and Family educational opportunities.

Stability:

Children should be provided with stability by continuity in care, education, and caregivers.

Respect:

Children need to develop respect for and sensitivity to others: empathy, a sense of community, and an absence of sexism, racism, and other biases.

Advocacy:

Children rely upon their community to advocate for their wellbeing, opportunities and issues.

Critical Thinking:

Children are to be provided with the opportunity to independently explore and discover in a multi-sensory interactive learning environment.

School Readiness:

Children should develop the necessary skills to prepare the foundation for all future learning experiences by early intervention and educational opportunities.

Self Help Skills:

Children need to have experiences that foster the growth of independent self-help skills.

Learning Environment:

Children deserve a safe, clean, and loving environment that is enriched with age and developmental appropriateness.

Language/ Literacy Enrichment:

Children enrich their language/literacy skills through an environment that stimulates their use of language in all forms.

Technology:

Children benefit from educational experiences with exposure to, and interactive use of, technology.

Health, Safety & Manners:

School will foster positive practices of health, safety and manners.

Citizenship:

One of the school's most important tasks is to teach the children to think objectively, in order that they may fulfill their responsibilities of good citizenship in the changing world of tomorrow



Mission Statement:

Paradise Christian School's mission is "**Preparing the Leaders of Tomorrow**",



Offering a comprehensive inclusive High Quality Early Childhood and School-age program, which specializes in the social-emotional, physical, and intellectual development of each child; Along with our community partners, we have undertaken to inspire our children to build their self-esteem and confidence in themselves to achieve a foundation that no one can tear down.

History

Paradise Christian School & Development Center opened its doors in 1981.

Dr. Eileen Fluney founded Paradise upon her dream of establishing a center where children would achieve their highest potentials. She described this dream as giving children the opportunity to become "Leaders of Tomorrow". With her diligence, energy, and abounding love, she began to create and develop Paradise with **families and friends**.

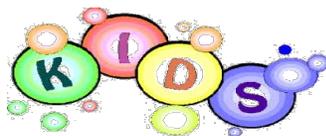
This dream first became a reality at Paradise's first location in east Hialeah with a license for 15 children, followed shortly by a second location with a license for 65. Soon thereafter Paradise grew into a third location, with a license of 100 children, and has continued to grow into its current state: Paradise in Hialeah has a license for 308. Paradise is equipped with a beautiful large facility, ample playground equipment, with state-of-the-art equipment and great shade trees, a very natural environment. Each classroom is set up to enhance the learning environment with individual adaptation for those in need. The staff has ongoing professional development and weekly staff training to provide the highest quality care through an educated staff.

Paradise Christian School & Development Centers is a not-for profit 501 c (3) Educational agency which predominantly serves:

- Minority children and families
- Families who are at-risk (needing assistance)
- Families who are considered at low income, federal poverty level or below
- Children with varying special needs
- Families from Different cultures and countries (immigrants)

Paradise has been providing high quality child development and comprehensive services since 1981.

Paradise have served children and families in the Hialeah and Miami areas, which include: Hialeah Gardens, Miami Lakes, Opa-Locka, Miami Gardens, Carol City, Medley, Miami Springs, Unincorporated Dade County, West view, West Little River, Glade view, Brownsville, and Miami.



History: How was the name created?

The founders dream was to establish a center where children could achieve their highest potentials. The founder: Dr. Eileen Fluney believed in a dream, that every child would have an opportunity, an opportunity to become one of the "Leaders of Tomorrow". With her positive energy and endless love, she began to create and develop Paradise with families and friends.

The name was created: **Paradise Christian School & Development Center, Inc.**

Paradise: Where children will have a place that would have them in awe! A place that offered the highest quality care, extraordinarily clean and safe environment with the latest in information, technology and approaches to learning. It would be a true "Paradise" for children. The School song would be "We are the Leaders of Tomorrow". Paradise would develop its own culture of "Paradise Magic" , that would inspire children, families and staff for generations to come.

Christian: Dr. Eileen Fluney having a strong belief and commitment to her faith, believed that the Lord was the foundation of her mission. Although doctrine would not be taught, but the Love and devotion to Christ would be felt. The school inspirational song would be "Trust in the Lord".

School: Instead of a Daycare, Why not a school? Was the thought behind it. In the early 1980's, Early Childhood Education was not given the importance it deserved, it was basically a "babysitting". Dr. Eileen Fluney desired for every child to learn and receive a proper foundation ,a foundation that no one could tear down. An Early Childhood School would be developed.

& Development Center: That each child would be offered a "Hands on Approach" to learning, everyone (children, families and staff) could develop at Paradise, at their own pace, meeting their own special needs and learning style.

Together we have become a family, the Paradise Family.

A few Paradise
highlights



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- Metro Dade Division of Child Development Services Excellence in Program Services (June 1991)
 - Family Central Platinum Seal Award of Excellence (January 2001)
 - Best Child Care Business in USA Award (December 2002)
 - Florida Gold Seal of Excellence (2003- current)
 - Paradise Christian School Day: Proclamation (September 9,2011)
 - Dr. Eileen Fluney Day: Proclamation (December 16,2006)
 - Florida Senate Tribute (September 7,2011)
 - NAEYC Accredited (current)
 - City of Hialeah Early Childhood Center of the Year (2018)
 - Teacher of the Year in the City of Hialeah
 - Best COVID Response school of the year (2021)
 - School of the Year in Early Childhood Education (2020) (2021)

Primary Purpose

Statement of Program Services



Paradise Christian School has many exciting activities and projects to serve children and families, such as an on-site petting farm called “Nature’s Paradise,” technologically enhanced administrative and classroom environments, advanced educational systems, Family Project Museum, Eco-Healthy programs, recycling projects, an award-winning performing arts team, family involvement and education, among others.

A day in Paradise begins with an enthusiastic greeting and a motivation that has become a Paradise culture and it’s wonderful to see children that have grown up return to thank us for the great “Head Start” we have given them. Paradise Christian School provides daily educational program for preschool children emphasizing the social, physical, emotional and appropriate cognitive skills. Paradise Truly prepares the “Leaders of Tomorrow” through our programs, projects and grants.

Programs and Projects:

Paradise Christian School is a not for profit 501c3 organization, private school

1. **“Preparing the Leaders of Tomorrow”**: High Quality Early Childhood Development for children birth – age 6
2. **“Program Excellence”**, Providing High Quality Assurance, Standards and Accreditations.
3. **“Standing Ovation”**: Performing Arts Therapy with inclusion for all children.
4. **“Head Start/ Early Head Start”**: Delegate Agency to provide Head Start/ Early Head Start Comprehensive Services
5. **“Higher Standards”**: School Age and Afterschool care
6. **“Nature’s Paradise”**: (Animals and Plants) Therapeutic Environment: Early Childhood Discovery Area
7. **“Eco-Health Child Care”** Creating an environmentally healthy facility and green environment.
8. **“Dual Language Learning”**:^(previously ‘culturally challenged) Bilingual Education , Self-Awareness , cultural awareness
9. **“Exclusive Teacher Training”**: Professional Development
10. **“Family Story Time”** Promoting Literacy and Reading at Home

Project: “Preparing the Leaders of Tomorrow”.

Early Childhood Education

High Quality Early Childhood programs produce children with better school readiness skills and yield substantial long-term benefits, including higher graduation rates, few school drop outs, less needs for special education, and less crime. Paradise offers for All children including but not limited to children at risk, children of teenage parents, foster children, families that are low income, below poverty level, children abused and children with special needs.

Program: “Program Excellence”

High Quality Assurance, Standards, and Accreditations

Quality assurance (QA) is the key to Paradise heart! Paradise takes pride in its philosophy of delivering High Services. The Quality assurance has one major focus, which is to assure that our programs adhere to not only the State and Federal Performance Standards but to all applicable regulatory parties, governing bodies, and accreditation agencies. Paradise Christian School & Developments has a Paradise Quality Assurance Approach to provide accountability and improvement. Paradise believes that a systemic approach to early childhood accountability and improvement must be implemented. This approach builds on the past, resets on a clearly articulated set of standards, and incorporates five elements: standards, assessments, data analysis/reporting, program improvement & Policy decisions, improved program effectiveness & enhanced outcomes. The Quality Assurance Approach is implemented, and is a system that is integrated, inclusive, purpose driven and adaptive.

Project: “Standing Ovation”

Inclusion of all Children

This project is dedicated to performing arts; for Children with special needs, therapeutic, resource & referral and individualization plans, this project was based on Dr. Eileen Fluney’s dissertation on “Performing Arts Therapy” All children participate in the performing arts therapy and enhanced project. This project was inspired from a special student who has cerebral palsy and wanted to be part of a drama team, at that time inclusion was unfamiliar and with the fear of allowing this 4-year-old to participate would become a new adventure opening doors that no-one could imagine. This 4year old little girl was amazing with sparkle in her eyes and a desire to dance (even though she could barely balance to walk), she became very popular with the other team members and practiced just as hard or maybe even harder. She struggled and as she struggled her team mates (also 3–5-year old’s) cheered her on. The day of the competition, hundreds in the audience to watch these beautiful children perform, it was our turn, the children began to dance, and this special little girl legs gave out on her and she fell, with the greatest of disappointment she looked down on the floor, her team mates stopped and helped her up and they all began to dance again, and that special little girl smiled and sparkled that the entire audience could see her shine, they all stood up and gave her a standing ovation, one that impacted her for life!!! This project is dedicated to include all children to perform and believe in themselves that they can achieve!

Project: “Head Start/ Early Head Start Delegate Agency”

Head Start Comprehensive Services for children 0-5 years

Head Start was established in 1965, Head Start promotes school readiness for children, ages three to five, in low-income families by offering educational, nutritional, health, social and other services. Head Start programs promote school readiness by enhancing the social

and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. Programs actively engage parents in their children's learning and help them in making progress toward their educational, literacy and employment goals. Significant emphasis is placed on the involvement of parents in the administration of local Head Start programs. Early Head Start was established in 1994 during the reauthorization of Head Start. Early Head Start is for children ages 0-3.

Program Services

Early Childhood Development and Health

Head Start's commitment to wellness embraces a comprehensive vision of health for children, families, and staff. The objective of Child Health and Development Services is to ensure that, through collaboration among families, staff, and health professionals, all child health and developmental concerns are identified, and children and families are linked to an ongoing source of continuous, accessible care to meet their basic health needs.

The objective of Education and Early Childhood Development is to provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment, in order to help them gain the awareness, skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life. Each child is treated as an individual in an inclusive community that values, respects, and responds to diversity. The varied experiences provided by the program support the continuum of children's growth and development, which includes the physical, social, emotional, and cognitive development of each child.

Family and Community Partnerships

Head Start offers parents opportunities and support for growth, so that they can identify their own strengths, needs and interests, and find their own solutions. The objective of Family Partnerships is to support parents as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures. The building of trusting, collaborative relationships between parents and staff allows them to share with and to learn from one another.

Head Start serves families within the context of the community, and recognizes that many other agencies and groups work with the same families. The objective of Community Partnerships is to ensure that grantee and delegate agencies collaborate with partners in their communities, in order to provide the highest level of services to children and families, to foster the development of a continuum of family centered services, and to advocate for a community that shares responsibility for the healthy development of children and families of all cultures.



Project: “Higher Standards”

School Age & After Care Programs



Achieving High Academic Standards for students who may be at risk of not achieving their highest potential. A high-quality program that provides a safe and nurturing environment that promotes physical, social, emotional and cognitive

development; to provide hands-on, child directed, and meaningful experiences through learning areas; and to build upon experiences in school.

- Literacy component to enrich each student's initiative to develop a passion to reading, writing and communication.
- Discovery component to enrich each student's initiative to develop a curiosity to science and math.
- Self-Affirmation component to enrich each student's initiative to develop an affirmation of themselves.
- Self-awareness and self-confidence component to assure social-emotional development

Project: “Nature's Paradise”

Therapeutic Environment: Early Childhood Discovery Area A special project to create a soothing area to alleviate stress/tension for children. As the children receive the calmness in watching a flower flow with the wind and listening to the drops as we water the plants instills a sense of tranquility, which can be impossible to find in today's hectic society. This area provides a therapeutic environment that allows emotional growth & development as well as literary enriched environment that will inspire an interest in Nature. A child that may be selectively sensory impaired can benefit from the extraordinary methods in which this environment stimulates the other senses. The soothing response to sharing a tender moment cuddling a rabbit, bottle feeding a baby pig or smelling a flower is irreplaceable. This will expose children to the responsibilities involved in pet care/caring for others (empathy) , gardening and the self-gratification of a job well done as we experience firsthand the beauty of nature and its reproduction

Project: “Exclusive Teacher Training”

Professional Development

Providing education and professional development to staff, families and community. We provide information on the latest techniques and research to maintain high standards of teaching and have a positive approach to learning.

- We provide an annual Learning seminar
- We provide an annual Community Fair to promote awareness of resources and referral agencies for our community.
- We provide ongoing professional development opportunities for staff, families and community.



Project: Dual Language Learning

(Previously "Culturally Challenged")

Bilingual Education, Self-Awareness, Cultural Awareness

Bilingual Education (Spanish-English), for children with low language proficiency, cultural awareness in all aspects of the class, identification of self and family. Supporting first and second language development. Language development is "connected to all developmental domains: physical, social, emotional, and cognitive" (Stechuk & Burns 2005). "As children develop language, their cognitive or conceptual abilities are also developed" (Nelson 1996). As young children's conceptual knowledge expands, they are motivated to develop more sophisticated language. Language development also helps to facilitate social development, and "preschool children's social development predicts long-range outcomes, including literacy" (Snow, Burns, & Griffin 1998). Understanding that while young children seem to pick up language rapidly, they still require intentional support to develop language. "To fully support children's development, it is not enough to (simply) talk to children. Instead, children need and deserve exposure to a broad range of learning opportunities that include meaningful, sustained, rich, and varied language" (Stechuk & Burns 2005). Within classrooms, children are encouraged to use the understandings they already have as they are exposed to new, more elaborate "forms, uses, and content" (Stechuk & Burns 2005).

Our key personnel are fully bilingual English/Spanish which meets the need of our center which is primarily Spanish speakers. With a large influx of immigrants, Hialeah/Doral has become a focal point of dominantly Spanish speakers. According to the Bureau of Census' report in the year 2005, 99% of homes are dominantly Spanish speaking, as well as 98.5% of foreign births being from Latin America. Paradise Christian School takes pride in having a bilingual management, staff, and family committee, providing a very rich cultural and linguistic learning experience and environment.

Some of the unique needs, challenges and opportunities related to supporting bilingual and multilingual children and families:

- Different communication Styles: The way people communicate varies widely between, and even within cultures.
- Different decision-making styles
- Different attitudes toward disclosure and knowing
- Maintaining one's cultural while enriching a new culture.
- Respecting differences and working together
- Different Child raising and disciplining: especially when it comes to corporal punishment, spanking, hitting which is considered child abuse in the United States.



Project: "Eco-Health Child Care"

Creating an Environmentally Healthy Facility and Green Environment.



Eco-Healthy child Care supports in creating child care settings that are as environmentally healthy as possible. Eco-healthy commits to reducing children's exposure to toxics and other environmental health hazards. Paradise Christian School received an endorsement certificate that demonstrates commitment to being Eco-Healthy.

- Recycling: We recycle and reuse
- Recycling for ART!!!
- Education and Awareness: We create opportunities to educate families we serve on eco-friendly practices.
- Self-Sufficient project: Green house
- Going Green: Teaching the vocabulary and what it means
- Earth Day presentation for families and community
- Healthy families ,Healthy homes
- Hand Sanitize before entering building

Project: "Family Story Time"

Promoting Literacy and Reading at Home

We believe family that learns together excels together-- This project is to promote literacy and reading at home. Paradise population is 99% below poverty level, where books are not a priority. We will provide books and reading materials for children to create a home library and promote literacy at home. We will assist families through workshops on how to read with their children and promote literacy.

- We will encourage and educate families about their important role in raising a reader
- We will support the families in obtaining reading materials for their children.
- We will promote reading days at the center to encourage participation
- We will have book fairs and book clubs to encourage and motivate reading and literacy.
- We will encourage and assist in developing a home library for each family to be able to read with their children.



Our Executive Director



The life and work, writings and advocacy, of Dr. Eileen Fluney can be summarized in this motto: **“They are the Leaders of Tomorrow even though they stand as children here today.”** She lives for children; her profession, vocation, and life inspiration converge in one mission: To give a voice to voiceless children; to stand for children and families; and to commit her life to making a difference for a brighter future.

Dr. Eileen Fluney has been dedicated to quality care for young children since 1981, when she first opened Paradise Christian School at the age of 18. She received her Bachelor of Arts in Early Childhood Education from St. Thomas University 1985, *Summa cum Laude*; National Dean’s List) and her Doctorate in Early Childhood Developmental Studies from LaSalle University (1996); Further, she offers our children and families the resources of the most recent scholarly advancements through continuing education opportunities; having obtained more than 200 certifications and post-doctorate courses, she most recently received a Non-Profit Management Certification from Duke University. Dr. Fluney’s studies have led her to form three research-practicum projects that have univocally established her special commitment to children with special needs in an immersion classroom environment: “Project 2000,” designed for culturally challenged children; “Standing Ovation,” formulated for performing arts as therapy; and, “Nature’s Paradise,” instituted as a Nature Area for therapeutic experience for children with special needs accompanied by an outdoor learning area called: STEAM (Science, Technology, Engineering, Arts and Mathematics).

Dr. Eileen Fluney’s achievements have touched children’s lives in every stratus of society. In Miami-Dade County, her greatest contribution is in the form of her center located in Hialeah. For the children and families which these center serves, she has acquired and administered Head Start programs and other private, community, and federally based subsidiary programs, such as State Voluntary Pre-K, ELC and GSA funding, to serve the culturally diverse needs of the community. The success of these schools has been absolutely dependent upon her inspiration, energy, leadership, and hard work. Ranging from working in the classrooms to reading stories to children, administrating multimillion-dollar budgets to implementing professional development plans, all in all, Dr. Fluney is the beating heart and living soul of Paradise. Beyond these institutional structures, her mission is absorbed into the community, not only through Community Partnerships, but through her devotedness to raising childcare standards in the community-at-large and appreciation for cultural diversity, and to advocating on behalf of children’s rights. In this regard, most notably, she was a Validator for the National Association for the Education of Young Children (NAEYC; of which she was previously the co-president of the local chapter) and a Mentor and Trainer for the Devereux Early Childhood Assessment (DECA), among others; and she currently serves as the Chair on the Mayor’s Education Advisory Board and Board of the Early Learning Coalition of Miami Date and with Florida International University Community Health as a partner. Her influence and dedication to the community and the world of Early Childhood has been officially recognized on several occasions, including her nomination as Director of the Year, her reception of the Pickett Award, and the City of Hialeah Proclamation declaring December 16th as Dr. Eileen Fluney Day. Considered one of the foremost international experts on early childhood education and developmental studies, especially for children with special needs, Dr. Fluney regularly teaches the next generation of caregivers through university education and has been the source of numerous interviews and consultations, advisory panels, and media productions for children’s benefits in social and educational policy. The many facets and platforms of Dr. Eileen Fluney’s life and work are like the many instruments of an orchestra which unite into a single symphony, loudly proclaiming her voice on behalf of children and families for our community and the community at large.

Dr. Fluney shares her expertise with others in hope for a brighter future for all children.
She states: **“This is not my job; this is my way of life!”**

THEY ARE THE LEADERS OF TOMORROW EVEN THOUGH THEY STAND AS CHILDREN HERE TODAY.



Building the Leaders of Tomorrow!

Paradise Christian School's mission is "**Preparing the Leaders of Tomorrow**", Offering a comprehensive inclusive High Quality Early Childhood and School-age program, which specializes in the social-emotional, physical, and intellectual development of each child; Along with our community partners, we have undertaken to inspire our children to build their self-esteem and confidence in themselves to achieve a foundation that no one can tear down.

School Spiritual Song

Trust in the Lord

Trust in the Lord with all your heart
Lean not on your understanding
In all your ways acknowledge Him
And He will make your paths straight

**Trust in the Lord with all your heart
Lean not on your understanding
In all your ways acknowledge Him
And He will make your paths straight**

A straight path through dark night
You got a clean line of sight
Your head is clear
Your future's bright
Everything will be alright, if you

**Trust in the Lord with all your heart
Lean not on your understanding
In all your ways acknowledge Him
And He will make your paths straight**

Trust God in all your ways
He will guide you all your days
He will renew your strength
As you walk the road of faith

**Trust in the Lord with all your heart
Lean not on your understanding
In all your ways acknowledge Him
And He will make your paths straight**

**Trust in the Lord with all your heart
Lean not on your understanding
In all your ways acknowledge Him
And He will make your paths straight**

And He will make your paths straight

La la la la la la

School Song

A Prayer for the Children

Lord as I look at all the children,
Watch them as they laugh and as they play,
I think of all the trials that will face them,
As they grow through the years day by day.

They will be faced with great decisions,
They'll need to know what's wrong or right,
They'll need you right there beside them,
They'll need your power, strength and might.

They are the Leaders of Tomorrow,
Even though they stand as children here today,
So Lord won't you please, give them what they need,
And help them along their way. Hey hey

(The children sing)

We are the Leaders of Tomorrow
Even though we stand as children here today
So Lord won't you please, give us what we need,
And help us along our way.

They are the Leaders of Tomorrow,
Even though they stand as children here today,
So Lord won't you please, give them what they need,
And help them along their way.

(spoken)

This is my prayer
For the children of the world
Watch over them Lord
MmmAmen!



Enrollment

Enrollment/Withdrawal/Transfers

Paradise welcomes children of all races, colors religions and national and ethnic origins

The enrollment and registration process may seem a bit overwhelming and with a lot of appointments. Your child is important to us , these appointments help us to meet the needs of your family, your child(ren) and help individualize the care that your child needs.

Your timeliness of getting documents and necessary medical records will help speed up the process. We are here to work together and welcome you to become part of the Paradise family.

Fees for Registration and Application

- Enrollment is confirmed by remittance of the registration fee.
- The registration /application fee is \$ 200.00 a year and involves these three steps.
- Annual re-registration is \$ 100.00 a year.
- Head Start/ Early Head Start does not pay for registration or application fees this is inclusive in their program.

Appointments Needed

- ❑ **Step 1a:** To **pick the registration-application package**
- ❑ **Step 1b:** To **return completed package** with copies of necessary documents for review
- ❑ **Step 2: Registration appointment** to enter all data in system and confirm accuracy with family worker- Approximately 1 hour. At this appointment no children are permitted since sensitive information is discussed that may not be child appropriate.
 - **Service Area appointment if applicable.** If child has any special needs such as but not limited to allergies, ADD, Asthma, diabetes, epi-pen, regular medication, language or speech delay, developmental delay, has an IFSP or an IEP, any medical condition or special needs will need an appointment to create and IHP: an Individualized Health Plan to meet the individual needs of your child. Depending on the need, the appointment will be directed to the correct department (Health, Disabilities or Mental Health).
 - Appointments for **all persons on Emergency contact** list that will be picking up the child to register their fingerprints and bring photo ID to register them in our system.
- ❑ **Step 3: Personal Interview** to complete the registration process, this interview you may bring your child.

Once all the steps are completed, then your child may start the school.



Now that you have registered "Welcome to the Paradise Family!"

The Enrollment/ Application process:

3 STEPS

1 STEP ONE: Receive Application Package by appointment Application Package fee (\$ 50.00)

1A: Receive the application package, which includes child's application, child information card, the family handbook and other forms.

1B: As soon as you fill out the complete application package and have all of these documents ready, return them to the front office for review in the envelope provided and to schedule a registration appointment. Each program may have additional documents and regulations, this may vary.

2 STEP TWO: Registration Appointment to process application and accept documents- No children/only parents or legal guardians

Review Process/ Registration fee (\$150.00)-Approximately 1 hour

Application Package to be completed includes:

- Completed PCS application / emergency contacts
- CCFP Food Program Application
- Child information card
- Family Handbook read, reviewed and marked with any questions
- Sign media/ photo release
- Know your child's Daycare brochure & other DCF requirements
- Enrollment in additional programs if applicable such as before/aftercare, holiday care and other subsidiaries.
- Enrollment in all communications applications such as Class Dojo, social media, etc.

Items to bring with you:

- Birth Certificate
- Current Physical (3040)
- Vision and Hearing Results
- TB documentation with results
- 680 Immunization Card
- Special needs / Medical documentation
- Evaluations and medical results (allergies, ADD, asthma, IEP,IFSP etc.)
- Appointment needed:** With any Special need an **IHP: Individualized Health Plan will need to be filled out** and an appointment with Service area to meet the needs of the child. Need Doctors to fill out doctor reporting form.

- Copy of child's Health Insurance Card
- Copies of parent/legal guardian's driver's license/ legal photo ID and all designated emergency contacts and authorized persons for pickup
- Appointment Needed: Emergency contacts must be pre-registered prior to picking up a child**, they must be fingerprinted into our system and have photo ID on file. This can not be done same day to pick up child, rather must be pre-registered by appointment only.
- Copy of legal documentation (divorce papers, adoption, custody papers, court ordered documents restraining orders, etc.) if applicable
- Bring Supplies prior to child starting school (Supply list available in office and on Amazon Wishlist) All supplies are put into classroom inventory and are non-refundable, this is considered a donation.
- 8 wallet size pictures of child/ 1 family picture 4 x 6. This is important for your child's learning.
- Additional forms for other programs such as, but not limited to Head Start/ Early Head Start.
 - Income Verification
 - Dental Form
 - Medical Lab results

Now you may schedule Step #3, Personal Interview / Registration Appointment.

3 STEP THREE: Personal Interview / To complete Registration process: Approximately 1 hour

A personal interview with the family and prospective student is held with one of the school's family workers. The purpose of this interview is to allow the family and prospective student to become better acquainted with Paradise, clarify educational goals and establish the connection between home and school (Family partnerships begins). During this interview there is ample opportunity for families and students to ask questions about our school, its policies and program.

ANNUAL RE-REGISTRATION /APPLICATION Re-registration fee (\$100.00)



Receive the update information, which includes child's information sheet (from our data system: ProCare) for families to sign, child information card, and other forms. As soon as you fill out the complete application package and have all of the documents ready, return them to the registration office for review. The documents are the same as the registration.

WAITING LIST

In order to be placed on a waiting list, an application must be filled out and registration fee paid and it is non-refundable. When there is an opening for your placement, you will be notified and must occupy that space within 3 days or you will lose your slot and be put back on the bottom of the waiting list.

HELLO PACKAGES

As your child begins school, you will receive “**Remembering my First Day**” information along with handprints and school information. As soon as your child gets home, share this wonderful memory with them and ask them about their exciting first day.

FAMILY COMMITMENT: Get involved!

Paradise understands that the commitment and participation of the families in the educational process of your child is crucial also to his/her success in school. Also, since you must understand the importance of regular attendance of your child, please do your best to send your child to school when healthy. If your child is sick, please keep your child at home; make plans for someone to pick up your child when he/she becomes sick at school.

By enrolling your child in our school, you authorize your child's teacher, room family leaders, volunteers and the school administration to contact you by phone or in person if necessary. It is important that you keep your emergency contact up to date at all times. If you need to make any changes, please call the front office and make an appointment to update the information.

Keep your emergency contact up to date at all times!

CHILD INFORMATION SHEET/ CONTACT INFORMATION



Family/ Legal guardian is responsible to keep all forms, phone numbers, address, work number(s), marital status, allergies, pickup list, etc. up to date.

If you want to change anything on the **Emergency/Pick Up information**, it must be done in writing. When there are changes, a new form must be updated and signed; please ask in person to update your child's records in our front office by making an appointment.

The information on your child's information sheet must be up to date at all times. This information sheet will be used at re-registration as your child's new application. This information is also kept in our Emergency Book which is used in case of an emergency and in the event of an evacuation it is taken with us

CHILD INFORMATION CARD

This card is to be filled out yearly in order for the teachers to get to know important information about your child. This gives us details about the likes and dislikes, fears and joys that let us provide your child the closest quality relationship possible. Please be honest and help us to understand your child and their cues of behavior. We want your child to feel at home.

GRADING AND ASSESSMENTS

- Kinder through elementary receives report cards.
- All other students will have a child portfolio to be presented at the end of the school year.

Child's Records

Children's records remain confidential and its content includes, but not limited to Child information, health records, incident reports, assessments and evaluations. The only person that has access to the child's records are person's authorized by the school and family such as the Family Worker, Executive Director, Social Services Director, Education Coordinator, Executive Associate Director, Service Areas and the teachers. With parent consent records or partial records can be shared with therapist, physicians and those that parent has requested in writing. The parent or legal guardian may access the records and request copies in writing. Regulatory authorities such as, but not limited to: Department of Children and Families, and child's Funding Sources may monitor the child's records to assure compliance.



*I love you, my baby, with all of my heart
I promise to give you the very best start!*



Rules & Regulations

Rules and regulations are to be followed by the families and those that are listed on the emergency contact form, as well as the children. These regulations are in place to protect the children and keep Paradise Christian School a high-quality center that your child deserves. If rules or regulations are not followed this will be good cause for your child to no longer be enrolled at Paradise Christian School. The entire Family Handbook/ manual is our policy and procedures as well as memo's sent, DCF or City compliance codes.

School Supplies Prepare your child for their first day of school!

Be enthusiastic and let your child be a part of the enthusiasm of preparing for the first day of school.

- *You will receive a school supply list of items needed for each classroom, have your child help you shop or recruit for these items. Items are on our Smile.Amazon wishlist. Supplies list vary throughout the year.*
- *Note that items need to be of appropriate size for age. (Developmentally appropriate!)*
- *Please place all supplies in a paper bag labeled with child's name on it. If being mailed by Amazon, please put in the memo of the order your child's complete name.*
- *All items are donated through the support of our families, friends and community. A sample letter of donation is provided to seek these donations with our friends and community at large. All donations are tax deductible and help in making a difference in the lives of children.*
- *All supplies become part of the school shared resources. Therefore, items cannot be returned. The items are SHARED in the classroom, we would not be able to separate what you brought to return to you.*
- *Head Start & Early Head Start Families are not expected to purchase school supplies, rather recruit from local partnerships and vendors. We provide ideas at orientation and throughout the school year as community begins to post their donations that can be picked up.*
- *No bookbags are permitted. Change of clothes is expected to be put in a water-resistant travel shoe pouch with zipper in gray color that will be left in their individual cubbies.*



Important to bring is 2 sets of 4 wallet prints (4 wallets on a 4 x 6 print). CVS photos offers this at 99 cents each set or you can print them yourselves, but they must be this size to fit in the learning areas. We need a total of 8 wallet prints to post in their classroom.

DISENROLLING /TRANSFERS/ WITHDRAWING/Termination of Enrollment (EXPULSION)

TERMINATION OF ENROLLMENT/EXPULSION POLICY

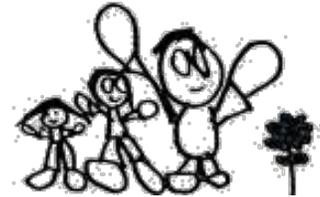
Paradise Christian School is centered on the children and quality care we provide for our children. We seek to provide programs that are highly educational and meet the child's developmentally appropriate learning abilities. Each child has their unique learning style and way of responding to the world. Given the diversity of families and communities we serve, it is incumbent upon us to recognize and appreciate the characteristics and behaviors that each child and family brings to our program.

Paradise seeks a solid partnership with our families as a basis for their children's success within our program. Because Paradise Child centered-family approach seeks to accommodate a wide range of individual differences, it is only on rare occasions that a child's/family's behavior may warrant the need to find a more suitable setting for either a short term or permanent basis. We will do everything possible to work with the families to avoid a child's disenrollment (expulsion) from our center.

The following are some reasons why we would have to disenroll / Termination of Enrollment (expulsion) a child or family from our center: **Some examples of such instances include:**

Child's Actions for Termination of Enrollment (Expulsion)

- The child is at risk of causing serious injury to other children or him/herself.
- Failure of child to adjust after a reasonable amount of time.
- Uncontrollable tantrums/angry outbursts.
- Ongoing physical or verbal abuse to staff or other children.
- Disruptive or dangerous behavior by child
- Excessive biting.
- Child hits or is physically aggressive to staff.



Parental Actions for Termination of Enrollment (Expulsion)

- Parent exhibits verbal /physical abuse to staff and/or children.
- Disruptive or dangerous behavior by an individual identified as an authorized or emergency pick up person.
- Failure to complete required forms including child's immunization records.
- Habitual tardiness when picking up child.(child neglect may be reported)
- Not following the rules and regulation of Paradise Christian School putting school safety at risk.
- Parent fails to abide by Center policies or requirements imposed by the licensing agencies or funding source.
- Nonpayment of Tuition on a timely basis.
- Parent fails to follow safety plan
- Discrimination of any sort (race, color, religion, disabilities, etc.)

Immediate Causes for Disenrollment/ Termination of Enrollment (Expulsion)

- Parent threatens physical or intimidating action towards staff members, children, other family members or anyone else at the center.
- Potentially dangerous behavior by a parent or a child.

Prior to Termination of Enrollment (Expulsion)

- We will have mutual communication and every effort will be made by both the center and the parent to correct the problem.
- Parent will be informed of the causes leading to expulsion.
- If it is a child behavior concern, child will receive a safety plan. This plan is completed with the school and the parent to improve behavior necessary to prevent serious injury to other children or him/herself.
- Depending on the risks to the other children's welfare or safety, behavior does not improve, and the center finds that we can no longer accommodate the child, the parent will be asked for disenrollment of the child from our program.

This is a partial list and we reserve the right to end the enrollment of a child at any time for any reason deemed appropriate. Whenever possible, prior notification will be provided to the parent.

Working Towards a Positive Solution (Disenrollment/ Termination of Enrollment/ Expulsion)

The decision to disenroll/ Termination of Enrollment a child/family from Paradise Christian School is a difficult one for both the Center and the family. In all cases, Paradise Christian School's goal is to act quickly, thoughtfully and thoroughly to communicate, address and resolve concerns relating to the children in our care. Our staff will attempt to work with a family to take constructive steps to finding a solution that resolves the problems(s), before a disenrollment occurs.

When a child's teacher or administration (PCS Management Team) has concerns about a child's behavior or other circumstances, the staff will document such concerns as they arise. Paradise staff will inform and involve the child's parent by notes, phone calls, and meetings as necessary to establish a collaborative environment.

If the child's behavior is problematic, a review of that behavior (observation forms) and other tools will aid in the understanding the behavior in its appropriate context. This review includes input from teachers, social services and education staff, so that check and balances are used to analyze the problem.

As Paradise develops strategies to address a child's particular problem, a variety of options should be considered, including:

- Changes to the physical environment
- The daily structure of activities
- Consistency
- Transition times
- Redirection
- Health related (tired, hungry, etc.)



Similarly, teacher's expectations, management skills, and intervention techniques will be evaluated and changed to adapt to the particular circumstances. Whenever possible and appropriate, efforts will be made to help a family understand how they can support the plan at home or encourage a resolution by adjusting their interactions or expectations for a child. Literature and other support resources regarding methods of improving behavior will be provided to the family, if available.

Lines of communication with parents will be established, and parent conferences will be conducted to review the problematic behaviors, the strategies implemented to resolve them (and their relative success), a safety plan may be put in place and the possibility of disenrollment if the behaviors are not resolved.

It is Paradise's ultimate goal to provide the parents sufficient time to take the necessary corrective action to allow the child to remain at the center and to provide them with sufficient notice of the potential for disenrollment, so they can secure alternative care.

When appropriate, Paradise may suggest an evaluation by a professional consultant to come in and observe the child in the school environment. We may also refer you to FDLRS: Florida Diagnostic Learning Resource System (<http://www.fdlrs.org/>) Tel: 305-274-3501 child find program, for an evaluation. Ultimately, Center personnel will attempt a number of approaches before making the final decision to suspend or disenroll a child from the program.

The center will not disenroll/ Termination of enrollment of a child based solely on any of the following:

- Making a complaint (any form of complaint to DCF, Board of Directors, etc.)
- Reporting abuse or neglect occurring at the center
- Questioning the center regarding policies and procedures.

If Paradise elects to disenroll a child, Paradise will maintain on file a record of the circumstances, parent notification, and corrective action taken.

The appeals process

A parent may appeal the Center's decision to remove a child from the center, even when the removal is immediate. The parent should submit the appeal in writing to the CEO/Executive Director. The appeal must be submitted within (5) five days of the Center's notice to the family of the decision to disenroll. The parent should describe the basis for his/her disagreement with the decision and to provide any supporting documents in this written appeal so his/her position can be fully considered.

Upon receipt of the appeal, the CEO/Executive Director of the center will review appeal and will provide a response to the family within thirty (30) days.



Withdrawal of a child: GOODBYE PACKAGES

When removing a child from the school, you must let us know **in writing** a minimum of **2 weeks** in advance indicating the exact date of last day needing services and have all balances paid in full.

During these 2 weeks we may prepare a **Goodbye package** which will **include child portfolio, pictures, sample works and personal items**. Supplies cannot be returned for it is put in master classroom inventory to be shared with the entire class.

Please note that once you disenroll from a program and would like to re-enroll you will be charged registration fees and will need to be put on a wait list until vacancy is available.

We will prepare a “**Goodbye package**” and help with a smooth transition.

TRANSFERS

Any transfer requests must be in writing and allowed a minimum of 10-14 business days for response. All balances must be paid in order for records to be transferred or released.

You will be charged and financially responsible until your child is formally dis-enrolled in writing.



If I had My Child Raise over Again

Diane Loomans

If I had my child to raise over again,
 I'd finger-paint more, and point the finger less.
 I would be less correcting and more connecting.
 I'd take my eyes off my watch, and watch with my eyes
 I would care to know less and know to care more.
 I'd take more hikes and fly more kites.
 I'd stop playing serious, and seriously play.
 I would run through more fields and gaze at more stars.
 I'd do more hugging and less tugging.
 I'd build self-esteem first, and the house later.
 I would be firm less often and affirm much more.
 I'd teach less about the love of power,
 And more about the power of love.
 It matters not whether my child is big or small,
 From this day forth, I'll cherish it all

Programs

We have many programs available to meet your family's needs. We have an updated Program/Tuition brochure available in the Family News area or upon request.

To name a few:



- Full Time
- Part Time
- Private
- VPK
- Head Start
- Early Head Start
- NACRRRAA
- Federal
- Southern Command/ Military Programs
- Early Learning Coalition
- McKay Scholarships
- GSA

SUMMER CAMP

A complete summer camp program is available with daily fun- filled activities and optional exciting fieldtrips. There is a separate fee for the summer to cover additional activities and fieldtrips. Registration opens in March of each year.

HOLIDAY CARE:



Include Christmas Break, Spring Break, and Teacher Workdays .

When there is no class, we offer holiday care at an additional charge with lots of fun planned activities! See your "Family Connection at a Glance" for the dates when holiday care will be offered or look at the family news area and they will be posted.

BEFORE AND AFTER CARE/ HOLIDAY CARE are available for the time before and/or after your program.

It is necessary for you to enroll your child and dis-enroll them if you no longer need the service, you will be charged until your child is formally dis-enrolled formally in writing.

For example, Head Start Cycle 2 covers cost from 7:30am-3:30pm; anything before or after is not part of the Head Start program therefore you would register as a private student or have another funding program such as ELC to cover costs.

It is your responsibility to assure that your child is enrolled in a program at all times to be supervised and well cared for.

School Closures/ Teacher Workdays

Paradise Christian School's closure dates will be indicated in the Annual Family Calendar at a glance.

School Hours /Days All Year Long!

- School Schedule is Monday – Friday : 7am-6pm and alternative hours may be 8am-5pm
- Office hours: Monday – Friday 9:30am – 1:30pm.
- Teachers will communicate via Class Dojo during their planning time, not during class time
- The regular School Calendar is from August through June.
- EHS Calendar is from August to July (year-round)
- Excellent Summer Camp is available June through August.
- Our Fiscal Year is July 1st to June 30th



Program Hours

Each program has their own schedule, these are just a few examples: Schedules can change to meet the need of the school and regulations.

- Before Care from 7:00-9:00am
(Or Any time before your designated program begins)
- Kindergarten/ Instructional period are from 9:00am – 2:00pm.
- Head Start hours Cycle 1: 7:30-3:30
Blue, Orange, Rainbow, Yellow, Pink
- Head Start hours Cycle 2: 7:15-3:15
Green, Red, Purple, Silver, Butterfly
- Early Head Start hours Cycle 3: 7:00- 3:00
Extended when approved: 7:00-5:00
Gold-Star, Gold-Moon, Gold-Sun, Gold- Planet
- Voluntary Pre-K: Varies: look at schedule (3-hour sessions during the school year and full time : 7 hours in the summer)
- After school care program is: school age: 2:00-6:00pm.

Financial



ALL MONEY TENDERED IS NON-REFUNDABLE

REGISTRATION FEE

Receipt of the registration fee confirms your decision to enroll your child at Paradise. For currently enrolled students, the application fee is due at the time of re-registration. The registration & application fees are non-refundable.

TESTING FEE

This charge depends upon the testing required.

TEXTBOOKS AND MATERIALS

Fees for materials and books must be paid in full before classes begin. Materials/books brought to the school become property of the school & will not be returned.

PAYMENT ENVELOPE

Place payment envelope in payment slot located in the front office. Please make sure to put your child's name is on the envelope. Our accounting department is located at our satellite office.

Payment

- ✓ We currently only accept: Cash, Money Order, Cashier's checks and Zelle.
- ✓ We also accept payment through Zelle: imparadiz@gmail.com
- ✓ If paying by Zelle, put child's full name in the Memo to assure proper credit
- ✓ We do not accept checks.

TUITION AGREEMENT

Current tuition is attached.

Payment for monthly tuition will be your responsibility until your child is officially withdrawn from our school. Our responsibility is to secure your child's place as long as the payments are made. Tuition is to be paid in full by the first of each month. There will be a surcharge of \$5.00 per day added after the 3rd day thereafter.

Because our program and licensing requirements force us to engage staff based on number of children enrolled, we cannot give tuition refunds for illnesses or absentees. **No exceptions.**

There is no credit for vacation, sickness, illness, family situation, left early, brought late, etc. ,You are responsible for complete payment as long as your child is enrolled in our school! No refunds are permitted!

BALANCE

If balance is not paid by the fifth (5th) day of the month, your child will no longer be enrolled. Records will not be released until balance is paid in full, and your child may be placed in a waitlist. We have 3 days to maintain full enrollment, therefore holding your child's place is very important.

INCOME TAX PURPOSES

Upon request we can provide an end of year receipt of current year.

We do not keep records of previous years. Our Federal ID # is PCS: **Hialeah is 65-0320987**

All your donations are tax deductible. We are a not-for-profit organization 501 (3) (c) corporation.



COPIES OF RECORDS

Legal guardians may request copies of child's records. There is a fee of \$2.00 per page and \$25.00 per 3-month search. Records after one year may be in storage, to fulfill requests it may take 6-8 weeks. Deposit of months to search (\$ 25.00 per 3 months) is to be paid at time of request.

FINANCIAL REVIEW

1. **Tuition is on a monthly basis.** Please put payment inside sealed envelope with your child's name on the front and place inside payment box.
2. Whether your child is absent, sick or on vacation, it is your responsibility to make payments **on time.**
3. Tuition is to be paid by the **first of each month.**
4. Each day payment is late; a fee will be charged.
 Example: (3rd day) \$ 5.00 extra
 (4th day) \$10.00 extra
 (5th day) \$15.00 extra
5. Checks are not allowed . Only Cash , Money order, Cashier's Check or payment through Zelle.
6. If balance is not paid within five days your child will be withdrawn and you will incur re-registration fees once balance is paid, and re-enrollment will be subject to availability of space.

PROGRAM RESTRICTIONS

Your program has indicated care for designated time and days. If you need care before or after the hours your program has been approved for, there will be a separate charge. Programs cannot be interchanged; each program has their own regulations and fees.

LATE PICK UP

Please make sure that you have emergency arrangements for someone to pick up your child on time daily.



We appreciate your consideration in respecting the fact that staff members (teachers) have had a very long day working with children and have their own families and other obligations at the end of the day. Your child's teacher has a scheduled shift and they leave at the end of their shift. They do not stay after their time to stay with your child. Your child will be taken to wait in an aftercare classroom.

Late pick up also affects your child, where they may see all their friends leave and they are left without their friends. It is important that you be punctual and/or enroll in another program such as afterschool care. Please understand that not picking up your child on time, is abandoning the care of your child. Who is taking care of your child after hours?

We will have your child in an Aftercare classroom and you will be responsible for fees on the day of pick up. This is a separate program and its tuition is separate. If not picked up by the end of aftercare, then Child Protective Services is called.

1. There will be a \$5.00 charge for every 5 minutes late (\$1.00 per minute), per child. Fee changes will be noted in the office and/ or payment envelope. This fee is to be paid at time of pick up.
2. The fee is to be paid in cash or Zelle at time of pick-up, if not paid at time of pick-up after the 2nd day late fees will be applied at \$ 5.00 per day.
3. A late pick-up slip/receipt will need to be signed in addition to signing your child out.
4. If child is not picked up within 45 minutes of program time, The Department of Children and families will be called to determine the care of your child.
5. There is an aftercare program that is a separate program, if you are interested, you must enroll your child in this program. This is a separate program and you need to enroll in the program.



I know this may sounds harsh, but the look at the children's faces when they are not picked up on time is heart breaking.

POLICY ON FEE SCHEDULE FOR EARLY HEAD START/ HEAD START PROGRAM

Head Start and Early Head Start hours are determined by the 3 cycles, anything before or after those hours are not part of the Miami Dade County Early Head Start/ Head Start Program.



Therefore, you would need to register as a private student or have another funding program to cover costs. **There are NO FEES for the Early Head Start/ Head Start program during Early Head Start/ Head Start hours.** You must pick up your child on a timely basis. Late fees will apply after their designated pick-up time. We do not have care unless they are registered in another program, all children must be with an approved staff member at all times, if you are late, your child will be placed in an aftercare class-late pick up group and you will need to pay upon picking up your child. Not picking up your child is considered Child Neglect. Please speak with your family worker if you need help or assistance with caring for your child after Early Head Start/ Head Start Hours.

NO FEES For Early Head Start/ Head Start Program



Miami Dade County Early Head Start/ Head Start program must not prescribe any fee schedule or otherwise provide for the charging of any fees for participation in the program. Under no circumstances shall a Head Start program solicit, encourage, or in any other way condition a child's enrollment or participation in the program upon the payment of a fee.

- **Head Start hours**
Cycle 1: 7:30-3:30
Blue, Orange, Rainbow, Yellow, Pink
- **Head Start hours**
Cycle 2: 7:15-3:15
Green, Red, Purple, Silver, Butterfly
- **Early Head Start hours**
Cycle 3: 7:00- 3:00
Extended when approved:
7:00-5:00
Gold-Star, Gold-Moon, Gold-Sun, Gold-Planet

Anything prior or after those hours are not part of the Miami Dade County Early Head Start/ Head Start Program therefore, you would register as a private student or have another funding program to cover costs.



RAISING FUNDS

At Paradise, quality is our primary concern in the care and education of your child. Unfortunately, quality comes at a high expense. For this reason, fund-raising activities are arranged to compensate for the differences in monies collected and budget expenses. We rely upon your cooperation in order to continue to provide the quality of care and education that every child deserves. **TO NAME A FEW ways of raising funds:** Holiday gift sales, Candy sales ,Pizza / Bake sales, Raffle Tickets , Book Fair ,Picture sales , Smile Amazon, and Community partners. ***If you have any ideas, please let us know! It is important that we have your support and cooperation!***



Raising Funds (Fundraising) expenses are unallowable costs for Federal grants

1. Raising Funds are planned and completed by the families.
2. Raising Funds are used to enhance the program.
3. Raising Funds are pre-planned. Board will vote upon which fundraisers will be used for each school year. The planning committee takes place each May of the previous year.
4. Each Raising Funds has a purpose to provide higher quality program to our families and children.
5. On-going Raising Funds are but not limited to uniform sales, candy sales, raffle tickets, photo sales.
6. Raising Funds is deposited as fundraising-donations.
7. Raising Funds will be followed with donation-raising funds fiscal report.
8. Raising Funds cannot count as in-kind but the item purchased from the families with the Raising Funds and donated to the program can be counted as in-kind.



Donations / In-Kind

ALL types of donations are needed to meet our objectives and goals!

DONATIONS



We are a not-for profit 501 3 (c) organization and all donations and contributions are **tax-deductible and very much appreciated**. Please be attentive to your co-workers and business associates for interest or potential contributions that are beneficial to Paradise while providing a **tax deduction** for their generosity.

Matching Funds for Federal Programs: Early Head Start/ Head Start



Paradise Christian School & Development Center opened its doors in 1981, and today it is considered one of the best quality Early Childhood centers in South Florida! We are proud to be a partner with "Head Start/ Early Head Start". **Early Head Start/ Head Start** is a wonderful comprehensive child development program for low-**income families** who meet 100% of the Federal Poverty Guidelines. Ten percent (10%) of slots are reserved for **children with disabilities**. As we receive funds to support this program, we are required to have **matching funds**. Your donations help support the match as well as maintain this wonderful program available for so many **children and families that depend on it! They depend on You!**

To Name a few items needed!!!! ... give to a good cause!

Donate your TIME!

Help, read, feed, file or build!



Be a guest speaker, or help at one of our events! Get involved and make a difference!

Classroom Family Projects, Assist in an event, Classroom Assistant, Classroom Activities, Individual Objective such as reading to a child, cleaning and organizing, help file, answer phones, public relations, field trips, family connection, calling families for events and reminders, work on the website, assist with professional development, marketing, yearbook, playground activity, help with maintenance and improvements, assist with recruitment, parking attendant, taking pictures, etc.

To name a Few: Children items

Toys, games, costumes, play-dough, paint, paint brushes, puzzles, dolls, doll clothes, doll accessories, blocks, lincoln logs, tricycles, bicycles, riding toys, balls (all sizes), hula hoops, jump ropes, pencils, pens, highlighter, permanent markers, markers, children's assorted music, musical instruments, Lego blocks, children's books, basketball hoop, wagons, lil people, blankets, piano, etc.

To name a Few: Arts & Crafts

Glue, paste, glitter, chenille, yarn, string, scrapbook supplies, scissors, zigzag scissors, popsicle sticks, clay, sand, paper of all sizes, materials of all sizes & colors & types, crayons, washable markers, pencils, colored pencils, finger-paint, washable paint, coloring books, paint brushes of all sizes, wiggly eyes, paper bag lunch bags, paper plates, Styrofoam cups, washable stamp pads, straws, tissue paper, ribbon, buttons, magnets, photo albums, glue gun, etc.....

To name a Few: Construction

Wood (all sizes and types), nails, paint (all kinds, no lead), clean playground mulch, ladders, drills, saw, tools, tool bench, asphalt paint, screws, wheel barrow, rope (all sizes), gutters, commercial air conditioners, electrical wiring, plumbing supplies, stucco, light fixtures, light bulbs, door knobs, locks, hinges, picture hanging hooks, A/C filters, measuring tape, outdoor commercial fans, outdoor lights, barricades, generator, paint supplies, etc..... We need a cargo truck/van!

To name a Few: The essentials

Towels, bottle water, swabs, cotton balls, band aids, first aid supplies, Ice packs, heating pads, bleach, flashlights, batteries (all sizes, masking tape, Ziploc bags, can opener, etc.

To Name a Few: Household

Mop, broom, rags, cleaning agents, paper towels, toilet paper, laundry detergent, dryer towels, iron, ironing board, cot size sheets, travel size pillows and pillow cases, paper cups (2oz and 4oz), sponges, towels, lights, lamps, blenders, vacuum cleaner, microwave, etc.....

To name a Few: Electronics

Computers, lap tops, Digital Cameras for every class, printers, scanners, copiers, fax machines, boom boxes, CD players, phones, intercom systems, leap frog, play station, X box, Wii, Flat screen monitors, Video Camera's for every class, projector, intercom system, phone system, alarms, emergency lights, smoke detectors, monitors, etc...

To name a Few: Outdoors/Pets

Vegetable & fruit Plants and trees, dirt, fertilizer, mulch, fountains, water fountains, umbrellas, gazebos, outdoor commercial fans, outdoor professional playground equipment, benches, picnic tables, assorted animals (such as iguanas, exotic birds, fresh and saltwater fish), lots of animal food, animal shampoos, animal care products, fish tanks and filters, lawn blower, rakes, outdoor brooms, shovel, gym mat, outdoor carpet, outdoor toys and games, ping pong table, outdoor play sand, lawn mower, weed eater etc.....

To name a Few: Office Supplies

Lots and Lots of Paper (all sizes and colors), paper clips, staplers, pens, highlighters, markers, dry erase supplies, scissors, fax, phones, binders, corrective tape, post its, frames, clip boards, stamp pads, chairs, desks, lots of recordable CD's, containers of all shapes and sizes, etc.....

EMPLOYEE BONUS / RECOGNITION through Community Partners



Each year during the Holiday season and Teacher Appreciation week; we ask families to assist us in recognizing our staff members and demonstrating our appreciation by collecting monetary donations, item donations such as a flower, a thank-you card, a perfume, etc. for designated staff members. This is a wonderful time to recruit **Community Partners**. This allows staff members to receive the recognition/ appreciation they deserve that otherwise would be unobtainable. We solely count on your support. Remember, it is also tax deductible.

School Supplies and Wish Lists through Community Partners

Each year the teaching staff and education staff evaluate the classroom needs for the educational supplies. A school supply list is created and distributed to the families and community. We provide a list of agencies providing donated school supplies for families to obtain and choose the supplies.

Every month in the Calendar at glance is a wish list of items to help enhance the learning experience for that month- theme oriented, we ask that you help us by recruiting these items.

Special note for Head Start/ Early Head Start Families: Head Start/ Early Head Start families are **NOT** expected to purchase school supplies or items on the wish list, we ask participation of recruiting the donation of school supplies and wish list items from local community partners and agencies.

Recycle: Use and Reuse

Generate Compost Recycle Educate Evaluate Nationalize



Recyclable items to collect

Empty egg cartons
Empty toilet paper rolls
Pieces of fabric
Empty food containers
Empty plastic bottles
Empty milk cartons
Empty shoe boxes



Donations Donations

As you find and recruit donations, please fill out a donation form to assist us in monitoring our donations and this will help to meet our non-federal share match. Remember also that this will be valuable at income tax return...for your donations are tax deductible.

We count on you!! Please

Make a Donation



Dress Code

UNIFORMS ARE MANDATORY for all age groups with school logo
This is for SAFETY and SECURITY.



Top: Solid Blue Top: School T-shirts and/or School Polo's are to be worn daily. Your own blue color shirt: you may add the logo to your own polo/shirt. You may download the school logo from our website: www.paradisecristianschool.com



Bottom: Navy blue pants and/or blue jeans. Shorts and Skirts are not permitted for safety reasons.



Shoes: Shoes must be completely closed and have a soft non-marking sole, with **no shoe laces, must have Velcro closure** (sneakers are preferred.) **Socks must be worn at all times.**



(No sandals, plastic shoes, open toed shoes, crocs, buckles or boots.) Children are not permitted to attend school without proper shoes. This is for safety reasons.

For Special events and dress up day's children must wear closed shoes also.

Early Head Start program needs in addition to the closed Velcro shoes to bring non-skid socks to wear in the classroom, since it is a shoeless environment.

Hair: Bangs must be kept out of child's eyes. If hair is long, it is preferable to have hair picked up. Hair accessories are to be kept at a minimum and need to be appropriate size to prevent choking or anything that is pointy.

Jewelry: Children are not to wear jewelry to school. Jewelry can be a safety hazard and may be lost. We reserve the right to remove any items that may be a potential hazard to the safety of your child or those around him/her. Stud earrings only please!

We are not responsible for any jewelry being lost or broken.

Field Trips: In order to participate on outings; Children must wear school T-shirts and blue pant/ jeans and closed shoes. Volunteers/families attending field trips must abide by the dress code.



School Age /After-Care Students: Clothing is to be within the following limits: No trendy or vulgar logos/styles, Mid-thigh length shorts/skirts/dresses.

Fingernails/ toenails: Must be short, clean and well-groomed at all times.

Special Water Days: bring a bathing suit with a t-shirt to wear over and a Beach towel, Closed Water shoes (no flip flops or sandals) and a Change of clothing.



Book bags

Book bags are not permitted for our Early Head Start/Head start program. Children coming for afterschool care may bring their bookbags for their homework assignments.

Change of Clothes. Gray Water-Resistant Travel

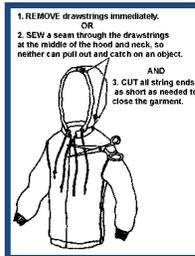


Shoe bag storage to put change of clothes inside. This will be kept inside child's individual cubbie. This can be found on our Smile. Amazon Wishlist: School Supplies.

Head Start: <https://a.co/76cvW7d>

Early Head Start: <https://a.co/4QMsuJz>

Winter Attire:



No drawstring sweaters! No raincoats or windbreakers **Remove Drawstring Hazard.**

Family Dress Code: Families please be cautious as to what you wear. Improper logos of any kind are not permitted, families are not permitted to enter building if wearing inappropriate attire, remember we are setting examples as role models. Inappropriate attire includes but not limited to: Tank tops, pajamas, bathing suits, anything showing private parts, inappropriate lengths and cleavage.

Do wear: Bottoms, shirts, and shoes
NO Purses, bags or personal items will be permitted.
No Cell phone use in the building.

Arrival and Dismissal

Good morning.....

Have a great day!



Wake up with a great positive disposition and be excited to bring your child to school to play and learn!!!

Transportation



Paradise Christian School does not provide transportation. Our staff is not permitted to transport or baby-sit any of the students/children enrolled in our center. Please do not jeopardize employment by asking them to do so.

Please remember to use Car Seats and buckle your children properly "It's the law".

<https://www.flhsmv.gov/safety-center/child-safety/safety-belts-child-restraints/>

- Florida law requires children age 5 and under to be secured properly in a crash-tested, federally approved child restraint device.
- Children ages 0 through 3 must be in child restraint devices of a separate carrier or a vehicle manufacturer's integrated child seat.
- Children age 4 through 5 must be in a separate carrier, integrated child seat or booster seat.



Bus: There are a few private local buses that provide services to our center. Please do not block the driveway and give priority to the buses and for the safety of our children. If you contract a bus...they need to know the school policies.

Paradise is committed to ensuring the safety and wellbeing of each child. All children being transported are under the authority and direct supervision of the bus driver. Procedures and safety rules help ensure the safety and protection of each child. Paradise does not provide transportation. Families may contract a bus service or may be using the bus service from the public-school system. As an additional precaution for the safety and security of the children, Paradise has a few procedures in place:

1. **Families must put the bus as a contact person for dropping off and/or picking up.** This will allow Paradise staff to supervise the arrival and dismissal of the child.
2. Paradise will have bus information; if bus does not arrive on time, Paradise will contact the bus driver and the Parent. This will prevent a child from being left on the bus. Paradise has a bus log that is checked upon child arrival and dismissal as a verification.
3. Families are encouraged to notify the center if their child does not arrive at their home by expected time.
4. A Paradise Staff will escort child to the bus and ensure child is placed on bus safely.
5. Paradise will have bus safety training for staff and children, this will allow children to understand safety rules of the bus such as sitting with their seat belts, not walking around, listening to the bus driver, etc.
6. If a bus is used for a field trip, Paradise will have a roster of children that went on the bus and then checked as children board the bus and get off the bus upon arrival. A staff member will also check the bus completely starting from the back forward to assure no one was left on the bus.

School Zone



Paradise has a school zone, please abide by the speed limit (**you will receive a ticket if caught speeding**). It is a privilege to have a school zone; this enhances the safety and protection for our children.

Pedestrian Safety



We teach our children the importance of **pedestrian safety**. In the beginning of each school year we conduct a Pedestrian Safety workshop for families and staff. Our center is proud to have a cross walk in front of the school, which we encourage families to cross the street properly. Please make sure to hold your child's hands at all times when walking in the parking lot.

When crossing the street please use the pedestrian crosswalk. Hold your child by the wrist to assure they cross safely. Participate in teaching them, to look both ways before crossing.

Idling Vehicles at School



There is an invisible threat to kids' health happening in the US schools every day. Air monitoring at schools typically finds elevated levels of toxins during drop off and pick up times. One of the main sources is exhaust from idling vehicles as families wait to pick up their kids. Vehicle exhaust is linked to increase in asthma, allergies, heart and lung disease and even cancer.

Children are especially at risk because:

- Their lungs are still developing
- They breathe faster than adults. On average, children breathe 50% more air per pound of body weight than adults do.
- Due to their height, they are closer to the ground and therefore closer to vehicle tailpipes.

There's a simple way to help keep your kids and classmates healthy. **If you'll be waiting for more than 10 seconds, turn off your engine.** This easy step can dramatically reduce children's exposure to pollutants, save a little more money, and help the environment.

Do NOT leave children in the car unattended

For the safety of all our children we ask that you do not leave any child, regardless of age in a car unattended. **NOT EVEN A MINUTE!**

never leave a child alone in a car

Common reasons why kids are forgotten/locked in cars:

- changes in routines or busy schedules
- child is napping in car
- car or keys are left unattended
- child left unattended "just for a minute"

How Fast Temperatures Rise

90°	10 Minutes	109°
90°	30 Minutes	124°
90°	60 Minutes	133°

NEVER leave your child unattended in a car.

NOT EVEN FOR A MINUTE!

Florida State Law: 316.6135 Leaving children unattended or unsupervised in motor vehicles; penalty; authority of law enforcement officer. (1) A parent, legal guardian, or other person responsible for a child younger than 6 years of age may not leave such child unattended or unsupervised in a motor vehicle: (2) Any person who violates the provisions of paragraph (1)(a) commits a misdemeanor of the second degree punishable as provided in s. 775.082 or s. 775.083. (7) The child shall be remanded to the custody of the Department of Children and Family Services pursuant to chapter 39, unless the law enforcement officer is able to locate the parents or legal guardian or another person responsible for the child.



Cycle	Classroom	Arrival & Drop off Time	Pick up Time Late pick up fee is \$ 1 per minute to be paid at time of pick up	Early Release (must call by 10am to pick up during Early Release)
Cycle 3	Early Head Start (EHS) Star, Moon, Sun, Planet	7:00-7:15am	2:45-3:00pm	12:00-12:15pm
Cycle 2	Head Start (HS) Green, Red, Purple, Silver, Butterfly	7:15-7:30 am	3:00-3:15pm	12:00-12:15pm
Cycle 1	Head Start (HS) Blue, Orange, Rainbow, Yellow, Pink	7:30-7:45am	3:15-3:30pm	12:00-12:15pm
EHS-HS Siblings	If you want to drop off and pick-you during the same cycle	Drop off in the Head Start drop off time	Pick up during EHS Pick up time	12:00-12:15pm

Note: There is NO release during naptime. Children’s naptime/rest time is for the well being

There are 2 plans of Arrival and Pick up : Plan A and Plan B. We will be using plan A on a regular basis and if there is a storm, we will use plan B. You will be notified if we change to Plan B via Class Dojo. Plan A is that you park and walk your child to class. Plan B you will have your car in carline and will have drive thru pick up and drop off.

Please make sure to line up on your cycle time and in your correct location.



The collage contains the following elements:

- A photograph of the school entrance with a sign that says "Paradise". Blue arrows point to the entrance for "Cycle 2" and "Cycle 1 & 3".
- A black sign with white and red text that reads "← PLAN A" and "PLAN B →".
- A satellite map of the school area with blue arrows indicating drop-off locations for "Cycle 1 & 3" and "Cycle 2".
- A close-up photograph of a hand pressing a red hazard light button in a car's dashboard, with a blue arrow pointing to it that says "Hazardous lights on".

Walk in: Plan A

Our center has a designated parking. Please do not leave babies or children unattended in cars while dropping off other children. Let us cooperate and be courteous to one another. We are a small family and need to help each other. **You will need to park in designated parking areas** and bring your child to class. *Please do not leave children in the office area.....walk your child to class.....say Good morning Teacher! And kiss your child goodbye!*



Our parking lot is across the street next to the gas station. Please Park properly so all cars can fit. There is also street parking.

Please do not say, only a minute, only a second, It will be quick, I'm in a hurry, etc.; take the time to do things RIGHT and make it safe for our children. Disregard to this policy makes it very difficult to maneuver in the parking lot and causes several safety issues.

Please do not park in our neighbor's parking lot. They may tow away your car at your expense, it is private property, let's respect other people's property!!!!

- The driveway is also used for school buses that bring and pick up children.
- **The driveway must be clear in case of an emergency for emergency vehicles can get through!!**
- Please do not park or get out of your car in the driveway.
- There is ample areas to park: Our parking lot, and street parking.
- If you send someone that is on your pick-up list to pick up or drop off your child, please inform to them the regulations of the parking.
- Drive slowly down the street and in the parking lot. It is a school zone.
- Safety first!

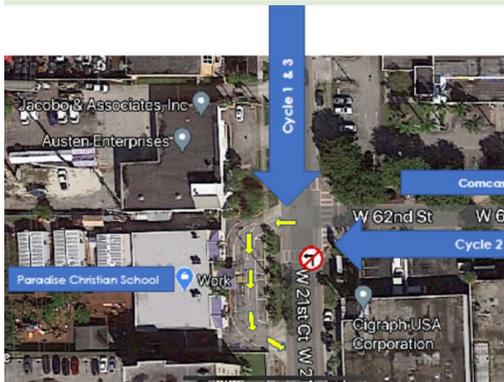
Let us cooperate and be courteous to one another.

After you have parked, walk holding your child by the wrist and use the cross walk for safety. You will stand on your designated side and wait for the office to call you in and then you will follow proper protocol of entering the building.



Carline: Plan B

If we send a message through class dojo that we will be using Plan B, **then you will wait in the designated street line and use our driveway to drop off and pick up your child(ren). We will get the children out of the car and bring the children to you.** This plan will be used during emergency practice, events, and severe weather.



Arrival time

Cycle	Classroom	Families text via class Dojo if your child is going to be absent. You can send message from the night before if you know they will be absent.	Arrival & Drop off Time
Cycle 3	Early Head Start (EHS) Star, Moon, Sun, Planet	Before 7:00am	7:00-7:15am
Cycle 2	Head Start (HS) Green, Red, Purple, Silver, Butterfly	Before 7:15am	7:15-7:30 am
Cycle 1	Head Start (HS) Blue, Orange, Rainbow, Yellow, Pink	Before 7:30am	7:30-7:45am
EHS-HS Siblings	If you want to drop off and pick-you during the same cycle	 Be In SCHOOL Be On TIME	Drop off in the Head Start drop off time

Daily Attendance

Attendance is important and securing the accountability of our children. Please use Class Dojo to communicate to your child's teacher before carline to let them know your child will be absent. This will help us operate more smoothly. All teachers must be in communication by beginning of their class time to have an accountability of their children.

We are required to have communication within 30 minutes of arrival time with the families. Your assistance will help us.



ClassDojo

Send through Class Dojo to the teacher your child's name and reason of absence.

Every classroom has a designated Cycle. These cycles are important in keeping your child safe. Each of these cycles have designated teachers during this cycle, designated janitorial staff and a designated Janitorial laundry room. We have created this to have smaller groups at one time and less exposure to a large group of people. The Cleaning crew (janitorial), cleans only their cycle to help prevent spread of any virus. We take your child's health very seriously and we hope that you appreciate the above and beyond efforts we make in keeping your child safe.

Attendance/ Tardiness

- Attendance is crucial in the development and learning of your child.
- If your child is going to be absent, please send message to the teacher via Class Dojo or call the front office during office hours and inform the staff of your child's absence and the reason of absence. Please keep us informed DAILY to provide us with updates.
- If your child is ill, you will need to bring a medical release- Health alert form stating child is non-contagious and when child can return to school. We can email you or the doctor the form upon your request.
- After the 3rd absence, you will need to bring documentation for the absence.
- Depending on the funding source, you may LOOSE your program for excessive absences.



Arrival: The process of entering the building: Plan A

1. Parking is available across the street next to the gas station as well as street parking. Please do not park in any of the neighbors, they may tow your car.



This is our parking lot. You may park in here!
 We are next to the gas station.
Este es nuestro Parqueo. Usted puede parquear aqui!
Estamos al un lado de la gasolinera.

2. Only one authorized registered adult per child permitted. (They have their fingerprints registered)
3. We are active shooter prepared and with this strict safety policy we do not allow anyone to bring in purses, bags, etc. This is a great policy to protect all of our children, families and staff.
4. No cell phone usage while dropping off your child. The few minutes you are bringing them to school please give them one to one attention. This is a valuable time to cherish that moment with your child and give them a special transition to school.
5. No Video recording is permitted in the school and you can take pictures of only your child.
6. Please Stand in front of the school on the designated side of your cycle. Please wait till you are called to enter the building. Maximum of 3 families at a time may enter front vestibule. Families are exiting at the same time as entering; therefore, we must be very organized.
7. Upon entering: Say "Good Morning", teaching children to greet properly and be part of the Paradise Spirit.
 - a. Hand Sanitize-Adult only, we promote a healthy environment.
 - b. Answer Health Screening Questions that are posted, give thumbs up that everything is good and you have responded no to all the questions, if there is a Yes, we can not accept your child in school.
8. Be greeted by the Morning Supervisor, at this point you give them your child's full name and classroom, they will do a manual entry on the attendance and check if you have any pending documents to turn in. Even though we might know your child's name- it is required for you to say your child's full name as a routine, eventually your child will say it.
9. Then you will proceed to the Fingerprint clock and be greeted by the Front door Monitor. You will clock in your child , using your personal code and fingerprint, once the clock accepts your log in then enter the building and proceed to your child's class.
10. Please proceed straight to your child's class, and the teacher will be waiting at the door to greet you and your child. Greet the teacher, give your child a big hug, tell them you love them and that you will return to pick them up.
11. Families are NOT permitted in the classroom; once you hugged your child and said see you later, the teacher will take child in the classroom as you exit the building quickly.
12. Please do not stand in the hallways, looking in the windows, or wandering the premises. We need to keep limited amount of people in the building at one time, and secure that every child is safe.
13. If you have other children with you, please have them by your side at all times. No one can be wondering around the school or playground. This is for the safety of all the children.
14. Your child will wash their hands upon entering the classroom and then begin their breakfast.
15. We have hallway monitors to assure that all families leave the property quickly and that no child is left unattended. Please help us to protect all the children. If you see any family member maybe lost, assist them to the front of the school exit. We are all in this together.

Arrival: The process of Carline: Plan B

1. An authorized registered adult must be the person dropping off the child (They have their fingerprints registered).
2. No cell phone usage while dropping off your child. The few minutes you are bringing them to school please give them one to one attention. This is a valuable time to cherish that moment with your child and give them a special transition to school.
3. No Video recording is permitted in the school and you can take pictures of only your child.
4. Please put your car on park with hazardous lights on, on the designated side of the street according to your cycle. Do not block any of the neighbor's drive ways or parking areas. We need to be respectful to our neighbors.
5. You will be directed at your designated time to enter the driveway.
6. Upon entering: Say "Good Morning", teaching children to greet properly and be part of the Paradise Spirit.
 - a. Answer Health Screening Questions that are posted, give thumbs up that everything is good and you have responded no to all the questions, if there is a Yes, we cannot accept your child in school.
7. Be greeted by the Morning Supervisor, at this point you give them your child's full name and classroom, they will do a manual entry on the attendance and check if you have any pending documents to turn in. Even though we might know your child's name- it is required for you to say your child's full name as a routine, eventually your child will say it.
8. Then you will be greeted by the front door monitor, they will enter either Fingerprint or code once the clock accepts your log in we will take your child to class.
9. Give your child a big hug, tell them you love them and that you will return to pick them up. Please have child ready on passenger side to be taken out of the car.
10. Your child will wash their hands upon entering the classroom and then begin their breakfast.

Dismissal time

It's time to go home!!! Please pick up your child in a timely manner following your program's hours. Staffing is based on program hours and teachers are available only during those hours. If you need additional hours, please register for an aftercare or an extended day program, so that staffing can be planned accordingly

Cycle	Classroom	Pick up Time Late pick up fee is \$ 1 per minute to be paid at time of pick up	Early Release (must call by 10am to pick up during Early Release)
Cycle 3	Early Head Start (EHS) Star, Moon, Sun, Planet	2:45-3:00pm	12:00-12:15pm
Cycle 2	Head Start (HS) Green, Red, Purple, Silver, Butterfly	3:00-3:15pm	12:00-12:15pm
Cycle 1	Head Start (HS) Blue, Orange, Rainbow, Yellow, Pink	3:15-3:30pm	12:00-12:15pm
EHS-HS Siblings	If you want to drop off and pick-you during the same cycle	Pick up during EHS Pick up time	12:00-12:15pm

If you are picking up your child during **Early Release 12:00-12:15pm**, please call the office between 9:30- 10:00am to inform to us that you will be picking up your child. We will not put your child to rest on their cots if they are leaving.

Dismissal: The process of entering the building: Plan A

1. Parking is available across the street next to the gas station as well as street parking. Please do not park in any of the neighbors, they may tow your car.



This is our parking lot. You may park in here!
 We are next to the gas station.
Este es nuestro Parqueo. Usted puede parquear aqui!
Estamos al un lado de la gasolinera.

2. Only one authorized registered adult per child permitted. (They have their fingerprints registered)
3. We are active shooter prepared and with this strict safety policy we do not allow anyone to bring in purses, bags, etc. This is a great policy to protect all of our children, families and staff.
4. No cell phone usage while dropping off your child. The few minutes you are bringing them to school please give them one to one attention. This is a valuable time to cherish that moment with your child and give them a special transition to school.
5. No Video recording is permitted in the school and you can take pictures of only your child.
6. Please Stand in front of the school on the designated side of your cycle. Please wait till you are called to enter the building. Maximum of 3 families at a time may enter front vestibule. Families are exiting at the same time as entering; therefore, we must be very organized.
7. Upon entering:
 - a. Hand Sanitize-Adult only, we promote a healthy environment.
8. Be greeted by the Afternoon Supervisor, at this point you give them your child's full name and classroom, they will do a manual entry on the attendance and check if you have any pending documents to turn in or messages to give to you. Even though we might know your child's name- it is required for you to say your child's full name and classroom as a routine.
9. Then you will proceed to the Fingerprint clock and be greeted by the Front door Monitor. You will clock out your child , using your personal code and fingerprint, once the clock accepts your log in information then enter the building and proceed to your child's class.
10. Please proceed straight to your child's class, and the teacher will be waiting at the door to dismiss your child. Greet the teacher, give your child a big hug, and tell them how happy you are to see them.
11. The teacher may have forms for you to sign, flyers to give to you occasionally.
12. Families are NOT permitted in the classroom; once you receive your child, please exit the building quickly.
13. Please do not stand in the hallways, looking in the windows, or wandering the premises. We need to keep limited amount of people in the building at one time, and secure that every child is safe. Other families are waiting in line to enter, for this to be a smooth process it needs to be a quick and efficient process.
14. If you have other children with you, please have them by your side at all times. No one can be wondering around the school or playground. This is for the safety of all the children.
15. As you are leaving, say "Goodbye" to the front Supervisor and Door Monitor and say " see you tomorrow". This will help with transitions and formal preparation of good communication.

Dismissal: The process of Carline: Plan B

1. An authorized registered adult must be the person picking up the child (They have their fingerprints registered).
2. No cell phone usage while dropping off your child. The few minutes you are bringing them to school please give them one to one attention. This is a valuable time to cherish that moment with your child and give them a special transition to school.
3. No Video recording is permitted in the school and you can take pictures of only your child.
4. Please put your car on park with hazardous lights on, on the designated side of the street according to your cycle. Do not block any of the neighbor's drive ways or parking areas. We need to be respectful to our neighbors.
5. You will be directed at your designated time to enter the driveway.
6. You will be greeted by the Afternoon Supervisor, at this point you give them your child's full name and classroom, they will do a manual entry on the attendance and check if you have any pending documents to turn in or messages to give to you. Even though we might know your child's name- it is required for you to say your child's full name and classroom as a routine.
7. Then you will be greeted by the front door monitor, they will enter either Fingerprint or code once the clock accepts your log in, we will take your child to your car.
8. As you are ready to leave, say "Goodbye" to the staff and say, " see you tomorrow". This will help with transitions and formal preparation of good communication.

Impaired Parents/Guardians or Authorized Pick-up Persons

If we have reasonable cause to suspect that any person picking up a child is under the influence of alcohol, drugs, or emotionally impaired in any way, which may endanger a child. We may request for another adult to be called to pick up the child. The child will not be released to the impaired adult.

Late pick up

PCS: Doors will lock at 3:40pm to transition children to aftercare or late pick up. This transition can take up to 10 minutes, during this time no one will be permitted in the building. Children's safety is always first.

Please make sure that you have emergency arrangements for someone to pick up your child on time daily. We appreciate your consideration in respecting the fact that staff members have family/other obligations at the end of their workday.

1. There will be a \$5.00 charge for every 5 minutes late (\$1.00 per minute), per child. Fee changes will be noted in the office and/ or payment envelope.
2. Late fee is applied by your registered check out time in our ProCare system.
3. The fee is to be paid in cash or Zelle (Imparadiz@gmail.com) at time of pick-up, if not paid at time of pick-up after the 2nd day late fees will be applied at \$ 5.00 per day.
4. A late pick-up slip/receipt will need to be signed in addition to signing your child out.
5. If child is not picked up within 45 minutes of program time, The Department of Children and families will be called.

Child Dismissal: Security: To ensure children are released only to Authorized Adults

Your child's safety is of priority to us! Please cooperate to be able to keep ALL our CHILDREN SAFE!! It is the parents or legal guardians' responsibility to inform to all those in the authorized pick up the policies and procedures to follow

1. Authorized persons to pick up children **must be previously approved** by legal parent/guardian and Social Services by providing:
 - a. **Parent Authorization Information on child emergency card**
 - b. **Must be over the age of 18 unless they are the legal parent.**
 - c. **A picture identification**
 - d. **Fingerprint registered in the ProCare software program**
2. When a legal parent/guardian comes to pick up their child, they must have been previously cleared by Social Services and **they must have been previously fingerprinted.**
3. You can not come the same day to pick up a child if you have not been pre-registered and cleared first. The fingerprinting and authorization process is by appointment only during office hours of 9:30am-1:30pm.
4. We have a software system: Pro-care that each family must place their fingerprint to get authorization to pick up their child.
5. Registered contacts will sign in and out the child (ren) by using the registered fingerprint. (This is for an additional safety precaution to protect our children)
6. Once the child has been successfully checked in/out a Paradise staff member will buzz the door open for access into the center.
7. There is a staff member supervising the front door at all times assuring that each parent will leave with their authorized /designated child. No child will leave unattended.
8. A current emergency contact sheet for each child in the center is kept in the front office to be used in the event the computer system is not in service or there is an emergency. It is important that families keep their contact information up to date at all times.
9. Person not authorized to pick up child:
 - a. If a parent sends a person that is not on the list to pick up a child, child cannot be released unless this person had been previously cleared. Parent is called to remind them of the policy and requested to send someone whom has been previously cleared.
 - b. Parent that is not authorized arrives to pick up child. With lots of discretion, we will maintain the parent calm and explain that we want to assist but currently are unable to; we must abide by our school policies of authorized persons. A member of the Executive Team should be contacted to assist if possible. Family member will not be permitted to enter the school if they are not authorized to do so. In the event a parent becomes agitated staff member will call 9-1-1. Under no circumstances will child be released to any parent not authorized (child abduction)
10. As an additional precaution:
 - a. A daily attendance roster is maintained in the front office where children's names are checked for arrival and highlighted upon their departure to ensure accurate head counts at all times. Each authorized person is required to give child's first and last name and their classroom, as a redundant safety precaution.
 - b. A minimum of three times a day, through the intercom or in person a classroom Head Count is called indicating how many staff to child ratio, and this is documented, to assure proper supervision and child to staff ratio. (Redundant supervision)
 - c. End of day, we have closeout procedures, where the teacher secures that no child is left behind and informs the front office, and the final person before closing conducts a walk thru to assure no child is left behind. (Redundant supervision)
 - d. We will perform random ID checks for tracking and monitoring of our systems.

Transitions

What does “transition” mean?

The dictionary defines transitions as the process of *changing from one form, state, activity, or place to another*. Throughout our lives each of us will go through many transitions: marriage, beginning a career, the death of a loved one, or becoming a parent. All of these transitions can be difficult as you adjust to the new experiences. If you were to ask a group of adults about their life transitions, a good many will reflect on their first days of school. Some will recall it as a pleasant, enjoyable experience while others will wince and cringe at the memory. What we do as parents and as professional educators of young children can make a tremendous difference in how these future adults will respond to the question of how they viewed their first school experiences.

Why is it so important to provide effective transitions?

There is a great deal of information indicating that a child's success in school can be linked, at least in part, to effective transition practices and activities. Children's early experiences lay the foundation for enjoying school and performing well.

Transition is a period of adjustment.

All adjustments are stressful. When parents, teachers, and school administrators work together, the process of transitioning to kindergarten operates more smoothly reducing the amount of stress experienced by the child.

How do you benefit from transition activities?

Your Child Experiences....

- Increased self-confidence
- Improved relations with other children and adults
- Increased motivation and openness to new experiences.

TRANSITIONS



At Paradise, we recognize how important new beginnings are in each child's development and to each child's family. We call these new beginnings **transitions**. We make a great effort to make transitions special and as smooth as possible for children and their families. This is done by slowly integrating children into a new program and by customizing care and communication throughout the transitional period. **Brochure titled *So Many Goodbyes...* provided by Janet Brown McCracken Ways to ease the transition between home and groups for young children is available in your enrollment package and in our office.**

Transitioning from Home to Center



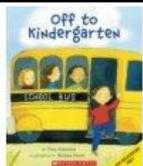
The first transition families experience is from the home to the center. We realize that this can often be a difficult period for families to adjust to new routines and new people. During the transition from home to center, families will receive general information, a daily schedule, meet with their child's teachers, tour the classroom, and meet the other children in the classroom. During this period, teachers and families are encouraged to visit the center as many times as they like prior to the child's first full day. In fact, we recommend that you visit the center several times prior to your child's first day. Increasing the amount of time you spend at the center, and eventually leaving for short periods of time will help ease your child into this new situation.

Transitioning to a New Program/Classroom



As children grow and develop, they need new challenges and social interactions with other children and their peer groups. Children will make a transition to the next program/class based on chronological age, developmental readiness, and space availability. During the transition from one program/class to another, current and future teachers meet with families, and children are gently integrated into the new environment through a series of visits to the new classroom. We encourage families to visit the new classroom as often as they can so that they, too, may become accustomed to the environment and bond with their child's new primary caregiver. Special attention is given to the family to support them through these changes. Teachers and families are encouraged to discuss and formulate communication methods that work best for them.

Taking the Next Big Step – transitioning to Elementary School / other schools



Paradise assists families in the transition from the center to elementary school. Staff will provide families with information on local schools, how to talk to children about going to another school, and what to expect. Transition activities are integrated into the preschool and kindergarten curriculum. We will offer family workshops on transitions and also provide hands on learning experience.

Transition Tips

	<p>Saying Goodbye</p> 	<p>This is probably the hardest.....for you and your child. Feel secure and give that sense of security to your child. Explain...talk to themRemember to say goodbye and give your child a hug. Don't say you'll be waiting in the office.....tell them the truth...ex. you are going to work and will be back later to pick them up. Communication starts now! Be enthusiastic and supportive to your child's emotions.</p>
<p>1.</p>	<p>Developing Good Habits!</p>	<p>Remember to check Family Connection folder daily! Communication is crucial and a habit to develop! Help your child come prepared for school with Book bag, rested and with enthusiasm.</p>
<p>2</p>	<p>Personal Investment</p>	<p>Parents: Did you know that the persons children spend the most time with are the persons they learn the most from? <u>This means that you must:</u> Spend time with your child. Talk to your child. Help him/her understand the world around them. Spend Time: Quality Time.....It's not how much.....It's how good!</p>
<p>3</p>	<p>Read to your child</p>	<p>Make reading a fun part of your child's daily life. When you make reading fun your child will look forward to it. <u>As you read aloud to your child:</u> Point to the pictures. Read with expression. Talk about what you read. Have you child "help" you read.</p>
<p>4</p>	<p>Visit your child's school</p>	<p>Get to know you child's teachers. Keep track of your child's progress. Attend parent-teacher conferences and become a member of the PTA. Stay in touch with teachers throughout the school year. Ask your child about homework. Get involved and stay involved. Taking part in school activities shows your child that you value education.</p>
<p>5</p>	<p>Quiz Yourself</p> 	<p>Here's a quiz to see if you're introducing your child to new experience. Give yourself "5" points for something you do often and "0" points for something you never do. I read to my child every day. I take my child to interesting places. I talk to and encourage my child continuously. I try to use new words with my child. I play number games with my child. "20" points or above - You're headed in the right direction. Good Work! "15" points or under - You need to work a little harder.</p>
<p>6</p>	<p>Develop your child's math skills</p> 	<p>Learning the first 10 numbers is the foundation for building math skills. Work with your child by talking about numbers, counting, and developing number concepts. <u>Try these activities with your child:</u> Make a foot number line. Trace your child's feet on paper and cut them out (<i>Make 10 feet</i>). Label each foot with a number from one to ten. Have him/her say the numbers as he/she walks on each numbered foot. Label index cards (<i>or paper</i>) with the numerals 1-10. Give your child paper clips and ask him/her to count and match the correct number of clips to each card. Ask him/her to say the numbers out loud while counting. Make it fun! Place a collection of small objects in a box. Write the numerals 1-10 on slips of paper. Put the numbers in a paper bag. Play a guessing game by pulling a number out of the bag and ask your child to count out that number of objects from the box.</p>
<p>7</p>	<p>Do these simple things to boost your child's brain power.</p>	<p>Interaction Spend time watching and responding to your child. Loving Touch- Give your child lots of hugs. Stable Relationship- Respond to your child when he/she calls. Safe, Healthy Environment- Make a safe, pleasing place for play and exploration. Quality Child Care- Ensure your child's safety and well-being by selecting well-trained professionals to provide care and education. Communication-Talk to your child. Play with your child. Music. Sing with and play music for your child. Reading- Read with your child daily. Talk about the story and the pictures.</p>
<p>8</p>	<p>Talk with your child about going to a new school or class</p>	<p>Discuss meeting new students and making new friends with your child before going to a new school. Prepare your child by talking about the public school setting. Discuss, in simple terms, what expectations the new school will have in the areas of (<i>work, play, lunch, illness, etc.</i>) Start early developing a consistent routine with your child. This will give your child a feeling of security and prepare him/her for future success in the new environment. Work with your child at home to make sure he/she understands what's expected. Visit your child's school or class.</p>
<p>9</p>	<p>Stay involved Be an advocate for your child!</p>	<p>Your child is lucky to have a parent who cares about his/her education. Stay involved and be a great model parent. The single most important influence in how well your child does in school relate to how much you, as a parent stay involved in the education of your child.</p>
<p>10</p>	<p>Reflections: Record events and special times spent with your child</p>	<p>Make a reflections journal to record events and experiences of your child during kindergarten</p>
<p>11</p>	<p>If child has a special need</p> 	<p>Contact the school ahead of time. Let them know about your child's special needs and abilities. Ask the school what you can do to help prepare your child. Paradise will assist with staffing and transitioning to the new school.</p>

You can Help Prepare your child for Preschool

It may take a little time for your child to adjust, but you can help make things easier. Before school starts and also during the first week you can:



Talk About School

Tell your child that: School will be fun, there will be lots of toys and games to play with, he or she will make new friends.

Meet your Child's Teacher



if possible, have your child meet the teacher before school starts. Visit the Classroom together, so your child will know where he or she will be going.

Answer any questions

It's normal for your child to have questions about preschool. Try to answer them all...truthfully!!



Visit the Classroom

Have your child meet the teacher and ask if your child needs to bring anything, what you can do to help make the first day easier for your child. Mention any special concerns you have that the teacher should know about.

Practice separating

It may help if you leave your child at a friend's or relative's home for short periods. This can help if your child is not used to being away from you.

Get into a routine

Have your child: go to bed at the same time every night, wake up with you in the morning, learn to dress him or herself.

Children with special needs: It is important that each child's needs be met. As a parent you will know how to comfort your child and you will be able to tell us many trial and errors that you have been through. You are your child's greatest resource. Families are actively involved in decision making to have a high quality educational plan. As your child graduates Paradise and is ready to move on, our staff will assist with the transition to the next school by participating in a new staffing and educational plan.



***It's natural for you to feel nervous about the first day of preschool.
But if you look forward to it, so will your child.***

Paradise Family Pledge: (At Family Orientation we do this pledge together)

Beginning today, I will be a positive role model for my child. I will teach them to love. I will be a positive influence, creating an atmosphere of peace and joy in our school and at home!!

I pledge.....

- To not cry and be strong
- To give my child a big hug and kiss every morning and wish them a great day.
- To allow my child to do things on their own, even if it takes them a little longer.
- To use only positive words and give encouragement every day
- To smile when reminded of school rules
- To park where I am supposed to
- To do family projects with my child.
- To stay informed and involved.
- To make my voice heard.
- To make a difference in my child's life that will be everlasting.



Children's Books about the Transition to School

One way to help young children prepare for the transition to kindergarten is to read them books about starting school. There is great variety of books available for this purpose. Below are some examples of books about the transition to school. There may be others that you find as well.

Arthur's Back to School Surprise

By Marc Brown (Illustrator)
 Publisher: Random House Books for Young Readers; (June 24, 2003)
 ISBN: 0375810005

Back to School for Rotten Ralph

By Jack Gantos (Author), Nicole Rubel (Illustrator)
 Publisher: HarperCollins Juvenile Books; (August 31, 2000)
 ISBN: 0064437051

Barbara Bunny Goes to Kindergarten Publisher: Publish America, Inc.; (August 2003)
 ISBN: 1413701779

Barnaby Goes to School

By Wendy Whitcomb Rouillard
 Publisher: Cartwheel Books; (August 2002)
 ISBN: 0439333067

Beginning School

By Irene Smalls-Hector, Toni Goffe (Illustrator), Irene Smalls
 Publisher: Silver Pr; (August 1996)
 ASIN: 0382393287

The Berenstain Bears Go to School

By Jan Berenstain (Author), Stan Berenstain (Author)
 Publisher: Random House Books for Young Readers; (July 12, 1978)
 ISBN: 0394837363

Boomer Goes to School

By Mary Whyte (Illustrator), Constance W. McGeorge
 Publisher: Bt Bound; (October 1999)
 ISBN: 0613100174

Busy Bear Goes to Kindergarten

By Hartmut Bieber
 Publisher: Park Lane; Board edition (June 2004)
 ISBN: 1593840497

Bye Bye!

By Nancy Kaufmann, Jung-Hee Spetter (Illustrator)
 Publisher: Front Street Press; (April 2003)
 ISBN: 1886910952

Clifford Va a LA Escuela/Clifford's First School Day

By Norman Bridwell, Teresa Mlawer (Translator)
 Publisher: Bt Bound; (October 1999)
 ISBN: 0613169123

Countdown to Kindergarten

By Alison McGhee (Author), Harry Bliss (Illustrator)
 Publisher: Silver Whistle; (August 1, 2002)
 ISBN: 0152025162

Countdown to the First Day of School

By Annmarie Harris, Keiko Motoyama (Illustrator)
 Publisher: Price Stern Sloan Pub; (July 2003)
 ISBN: 0843104635

Emily's First Day of School (Lift-The-Flap)

By Claire Masurel, Susan Calitri (Illustrator)
 Publisher: Puffin; (July 2000)
 ISBN: 014056716X

Enrico Starts School

By Charlotte Middleton (Illustrator)
 Publisher: Dial Books for Young Readers; (July 2004)
 ISBN: 0803730179

First Day

By Dandi Daley Mackall (Author), Tiphonie Beeke (Author)
 Publisher: Silver Whistle; (August 1, 2003)
 ISBN: 0152165770

First Day

By Joan Rankin (Author)
 Publisher: Margaret K. McElderry; (July 1, 2002)
 ISBN: 0689845634

First Day at School (Hughes, Monica. My First.)

By Monica Hughes
 Publisher: Raintree/Steck-Vaughn; (January 2004)
 ISBN: 1410906434

Grover Goes to School

By Sesame Street (Author)
 Publisher: Random House Books for Young Readers; Reprint edition (April 12, 1982)
 ASIN: 0394851765

Learning Is Fun With Mrs. Perez (Our Neighbourhood)

By Alice Flanagan, Romie Flanagan (Illustrator), Linda Cornwell
 Publisher: Children's Press; (March 1998)
 ASIN: 0516207741

Little Bear Goes to Kindergarten (Little Bear Brushes His Teeth)

By Jutta Langreuter, Vera Sobat (Illustrator)
 Publisher: Millbrook Press; (March 1997)
 ASIN: 0761301917

Molly Rides the School Bus

By Julie Brillhart
 Publisher: Albert Whitman & Co; (April 2002)
 ISBN: 0807552100

Mouse's First Day of School

By Buket Erdogan (Illustrator), Lauren Thompson (Author)
 Publisher: Simon & Schuster (Juv); 1st edition (July 1, 2003)
 ISBN: 0689847270

My First Day at School

By Harry W. Faircloth, Billie Anderson (Illustrator), Sr. Harry W. Faircloth
 Publisher: Mr. Harry W. Faircloth; (September 1, 1999)
 ISBN: 0966865030

My Teacher's My Friend

By P. K. Hallinan
 Publisher: Ideals Childrens Books; (September 1, 2001)
 ISBN: 0824953088

Spot Goes to School

By Eric Hill
 Publisher: Putnam Pub Group Juv; Board edition (July 2001)
 ISBN: 0399237194

Sumi's First Day of School Ever

By Soyung Pak, Joung UN Kim (Illustrator)
 Publisher: Viking Childrens Books; (July 2003)
 ISBN: 067003522X

Tom Goes to Kindergarten

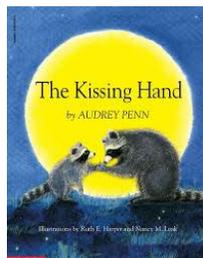
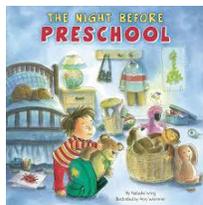
By Margaret Wild, David Legge (Illustrator), Wendy McClure (Editor), Denise Shanahan
 Publisher: Albert Whitman & Co; (April 2000)
 ISBN: 0807580120

What Did You Do Today? : The First Day of School

By Toby Forward (Author), Carol Thompson (Illustrator)
 Publisher: Clarion Books; (August 23, 2004)
 ISBN: 061849586X

When You Go to Kindergarten

By James Howe (Author), Betsy Imershein (Illustrator)
 Publisher: HarperCollins Juvenile Books; Revised and Updated edition (August 24, 1995)
 ISBN: 0688143873



TRANSITIONING OUT OF EARLY HEAD START

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-70-transitions-early-head-start>



- Make a smooth transition after you and your child leave Early Head Start.
- When your child turns three, she/he will transition out of Early Head Start and into the next setting your family chooses. Some of these choices include Head Start, prekindergarten, Early Childhood Special Education, private therapy, private preschool, child care, or staying at home.

PLANNING AND TRANSITION SUPPORT

The Early Head Start program supports all families and their children in planning their transition to the next program or setting. However, if your child was eligible for Early Childhood Intervention services while she was in Early Head Start, the Early Head Start program providers will use the same transition steps and timelines as for the transition out of intervention services from EHS to HS.

Early Head Start staff will work with you to develop a transition plan, explore your options and choices for after Early Head Start, and have transition conferences with representatives of programs. They will support you in the referral and evaluation process.



What role(s) can a family member play in the transition process?

<https://eclkc.ohs.acf.hhs.gov/transitions>

Family members may:

- Participate in scheduled meetings
- Make decisions about what you want for your child and share it at the meeting
- Take your child to appointments for necessary screenings such as vision and hearing screenings, developmental evaluations and physical examinations
- Provide required documents for enrollment, such as proof of residency, birth certificate, immunization record and physical examination record
- Give written permission/consent for exchange of information between agencies or programs
- Visit community programs you are considering for your child.
- In addition, there may be different staff, schedules and expectations for both you and your child. Finding out about these differences in advance and asking questions about how they will affect your child and family will help you and your child with your transition experience.
- Your family worker can assist you with current resources, available programs and information.
- Once family decides, if child will be transferring to our Head Start program, we will begin with the teacher visiting your child and providing a smooth transition.



Transition to Kindergarten

PreK → K Florida Transition to Kindergarten

Children who will attain the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year. In Miami Dade County, all students attending a public school setting must complete kindergarten prior to entrance into first grade.

Miami Dade County Public Schools offers families electronic school boundary information on their website (www.dadeschools.net; then click *Schools*, then click *find your neighborhood school* or telephone the school system attendance department at 305-883-5651. Here you will be able to enter your address and see the school that your child is assigned to according to the school boundaries.

Registration Requirements

Before a child can be admitted to kindergarten, parents/guardians must provide the following items:

- Child's birth certificate
- Proof that the child has received a physical examination within the last 12 months
- Immunization record
- Proof of residence/address
- Home language survey



A message to kindergarten parents:

Kindle excitement about kindergarten. Visit your school and meet your child's teacher.

Invite new school friends home to play and help your child build strong friendships.

Never forget safety. Teach your child safety rules.

Discuss what your child will be learning in school.

Explore your neighborhood together. Talk about the world you live in.

Review the good behavior expected of your child, such as following rules and taking turns.

Get involved at your child's school. Join the PTSA. Volunteer.

AnsWER your child's questions about school. Reassure your child that school is fun!

Read to your child daily. Visit the library together.

Turn every day into a learning experience. Let your child help with every day chores.

Encourage your child to eat well, get enough sleep, bathe daily, and brush his/her teeth twice a day

Notice new things your child is learning to do. Reinforce your child.



Transition for Children with Disabilities



Miami Dade County Public Schools has a Transition Task Force to assist in helping children with Disabilities. (<http://ese.dadeschools.net/TRANSITION1/taskforce.htm>)

“Working together to increase opportunities for students with disabilities”

Their purpose is to:

- Raise awareness of the transition process and improve communication among agencies
- Increase the involvement of educators, individuals with disabilities and their families, community-based organizations, agencies, and businesses in the transition process
- Share resources to ensure the delivery of effective transition services for students with disabilities

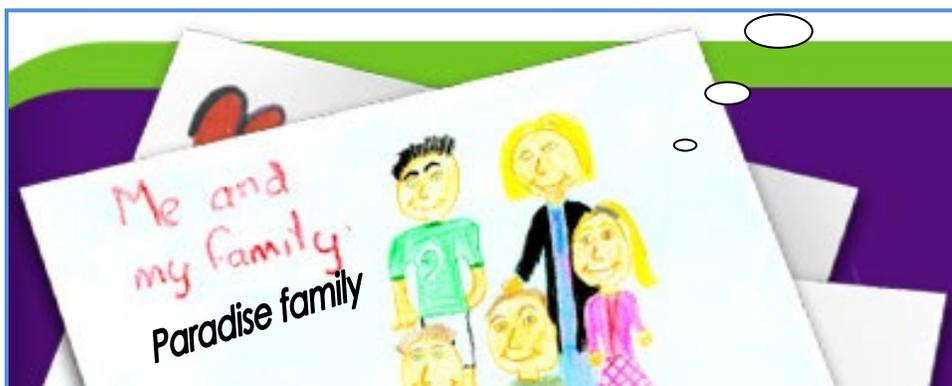
The focus of transition at an Individual Educational Plan (IEP) conference is to develop a Transition IEP (TIEP) that promotes movement from school to school and school to post-school activities. It is at that time where all components, discussion, and decision making of the TIEP should lead to and support the desired outcome statement and begin to result in a coordinated set of activities for a child with a disability. The plan will be based on the individual child's needs, taking into account the child's strengths, preferences, and interests. **Paradise Christian School Education team will assist families and participate in the IEP and transition process.**

The District has established and implemented standards and procedures for the identification, evaluation, placement and provision of a free appropriate public education (FAPE) program for students with disabilities pursuant to federal law. The federal law states, “No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” 29 U.S.C. § 794 (2009)

FAPE: FAPE is the provision of a free **and appropriate public education**. The student must be provided access to regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities. The instruction must be individually designed to meet the needs of these students as adequately as the needs of nondisabled students are met. An appropriate education is based upon an adherence to procedures that satisfy the requirements for least restrictive environment, evaluation and placement, and procedural safeguards.

<https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

We will miss you!



Health/Illness and Incidents

**IT IS YOUR RESPONSIBILITY TO KEEP YOUR FILE AND EMERGENCY CONTACTS UP TO DATE.
PLEASE NOTIFY US IN WRITING OF ANY CHANGES IMMEDIATELY.**

SPECIAL REQUESTS

Any special requests or changes such as the child is not allowed outside, etc., must be **done in writing and given to the front office**. The office will notify the corresponding staff members. Please include child's name, date and classroom.

HELP YOUR CHILD TO HAVE A PLEASANT DAY AT SCHOOL

*Good night sleep *Enough time for breakfast *Checklist before leaving *Encourage your child
*Ask open- ended questions *Don't forget that Good-Bye kiss and reassure them you will be back

HEALTH AND SAFETY OF YOUR CHILD

Your child's health is of major importance to us all. Upon enrollment, your child must have a complete physical examination from your physician. A health card stating shots and immunization must be current and on file in the school office.

Those who are enrolled in Head Start/ Early Head Start require other medical documentation and exams such as Dental and Labs.

Healthy Environment



Keeping a healthy environment for all children is of the highest priority. The staff is trained to be continually aware of the physical environment to insure a healthy and secure learning experience for all. It is important that your child be able to work at their fullest capacity. When your child is not feeling well, please keep your child home until fully recovered and must have a doctor note stating non-contagious to return to school. This list will help you determine when your child should stay at home.

If your child becomes ill at school, we will provide a comfortable area for your child and will contact you or your designated emergency contact to pick up your child. In the cases listed below you will be given a medical release form or **Health Alert** that must be completed by a doctor and state **non-contagious** in order to return to school:

- Persistent cough
- Earaches
- Sore Throat
- Eyes are swollen, irritated or with discharge (such as pink eye)
- Fever 99.2 or over
- Joints, red or swollen
- Diarrhea (3 or more)
- Nausea and/or Vomiting (2 or more)
- Difficult or rapid breathing
- Stiff neck
- Unusually dark urine and /or gray or white stool
- Yellowish skin or eyes
- Mouth Sores
- Skin Rash or sores
- Purulent Conjunctivitis (Pink Eye)
- Tuberculosis
- Impetigo
- Head Lice and Scabies
- Ringworm (tinea corpora's- (body) and tinea capitis- (head)
- Varicella (chickenpox)
- Shingles
- Pertussis (whooping cough)
- Mumps
- Hepatitis
- Measles
- Rubella
- Communicable Diseases (you are to notify the school immediately!)

Sick and injured Children

Please KEEP your child at HOME if...



They have a Fever
A temperature of over 37.5C (99.5F) is a fever
Also check for:
Persistent cough,
Shortness of breath,
Sore throat, swollen glands, earache



They have a Rash
Especially with a fever or itching
Check for:
Chickenpox, Impetigo or Hand, foot and mouth



They have an Upset Stomach
If your child has been vomiting or had diarrhoea within the last 48 hours they must **STAY at HOME**



They have an Eye Infection
Thick mucus or puss draining from the eye or swollen face



They have Headlice or nits
Please check your child's hair regularly and treat immediately



They are Feeling Unwell
If your child is unusually tired, pale, cranky or lost their appetite, they will be more comfortable at home.



Remember to keep your provider informed when your child is unwell, even when they are being kept at home.



If you, your child or anyone in your household are displaying symptoms, have a confirmed diagnosis of **COVID-19** or have recently been exposed to **coronavirus**, please **STAY AT HOME!**



Ensure your provider has up to date **emergency contact details**, allergen and medical information for your child.



If your child has a mild cold, infrequent cough or clear, runny nose and is active, playful and rested, They can **Stay and Play!**

Please help to keep our Setting SAFE for EVERYONE

Your child is not allowed in school with a cold, fever, vomiting, diarrhea, stitches, open sores, hookworm, lice, pink eye, etc. Our school takes pride in being a "healthy" place!

www.mindingkids.co.uk

Please Keep Your Child at Home if (Illness) Poster

Copyright © Minding Kids 2021



Rev. July 27,2022

Date: _____
Child's Name: _____ Classroom: _____

Referral from (print) _____ Family Signature: _____
Paradise Christian School Tel: 305-828-7477 Fax: 305-828-1950 email: register@paradisecristianschool.com

The following was observed today:

- | | | |
|--|--|--|
| <input type="checkbox"/> Fever 100+ | <input type="checkbox"/> Head Lice/nits | <input type="checkbox"/> Diarrhea |
| <input type="checkbox"/> Rash/ Skin irritation/sores | <input type="checkbox"/> Complaining of Genital pain or discomfort | <input type="checkbox"/> Vomiting |
| <input type="checkbox"/> Eye Irritation/discharge | <input type="checkbox"/> Injury | <input type="checkbox"/> Nasal Congestion/Runny nose |
| <input type="checkbox"/> Open lesions/ blisters | <input type="checkbox"/> Sore Throat | <input type="checkbox"/> Mouth Sores |
| <input type="checkbox"/> Coughing | <input type="checkbox"/> Fatigue | |
| <input type="checkbox"/> Other | | |

It is required that:

- A.** You consult with your health care provider. If you chose not to go to Health Care provider, Child must remain home for a minimum of 3 days and can return if there are no symptoms.
Please sign to return to school
I chose to keep my child at home for a minimum of 3 days. My Child does NOT have any symptoms and is able to return to school.
Parent Signature: X _____
- B.** Child must have a note from Health care provider in order to return to school with treatment plan and be non-contagious and have no symptoms. The bottom is to be filled out by Health Care provider in order to return.

TO BE COMPLETED (all fields) BY HEALTH CARE PROVIDER-Physician

Diagnosis: _____ Are they contagious at this time: ___No ___Yes
Treatment Plan: _____ Follow up Appointment: _____ or None

When may they return to school on: Date: _____ and if no symptoms are present and are non-contagious.
Note: Child cannot return to school if any symptoms are present such as but not limited to vomiting, diarrhea, fever, open sores, Sore Throat, Excessive mucus, coughing, eye discharge, sores and blisters. Child cannot come to school if contagious or if they have any of the above listed symptoms present.

Comments: _____

Physician information stamp

Physician Name: _____

Signature of Physician: _____

A Health Alert will be given to you and the requirement will be marked. This form is to be returned to the office prior to your child returning to school.

Doctor Notes/ Medical Documentation/Health Alert must be given in the front office.

Child Insurance Information/Doctor Information

We ask that you provide us with your child's insurance and doctor information, not only for the case of an emergency, but also to try and help you if your child needs a special therapy or special services. If you do not have insurance, we would like to provide you with resources to assist you. **1-888-540-5437**



Medication

Child must be non-contagious to attend school, we will give medication only under the prescription of a doctor that requires more than 3 times a day or at a specific medically necessary time. All of the following must apply, we will **NOT** give medication in school unless all the following is completed:

1. In the front office you must complete and sign a Medication Authorization and Documentation form when giving us the medication and upon us returning the medication to you.
2. Medication must be in compliance:
 - Physician written permission prior to giving medication. (Prescription label on bottle is sufficient)
 - Original prescription bottle with child's name and dosage must be on the label.
 - Must be more than 8 hours or 3X's a day. (Prescriptions that are 2X's a day will not be given at the center), unless on the prescription it is medically necessary at a specific time.
 - No over the counter medication/ remedies (unless a prescription is attached proving to be medically necessary)
 - Medication cannot be expired.
3. If it is an over-the-counter medication or the frequency is less than 3 times a day, families may come to the school and administer the medication. Any medication found in lunch boxes, training cups, etc. will be taken to the office and discarded. Please do not endanger other children because of your carelessness. If any medication is found in this manner, your child may be dis-enrolled from our center. Safety and security of all our children is a priority!
4. Special devices need to be in a zip loc bag with child's name such as:
 - Aerosol: families must bring in mask and tubing, we will supply the aerosol machine.
 - Epi-pen: families must bring in Epi-pen with supplies
5. Management team will be responsible to give medication and document information.
6. Parent is responsible to request medication to take home and return the next day in the office. Do not send in Bookbag or with child. It must be given by an adult to another adult in the front office.
7. Storage of medication is kept in the clinic (an area that is separate from children) in a locked container. (Cool, dark, and locked enclosure) which is inaccessible to children. All medication that requires refrigeration will be kept in the clinic in a locked refrigerated container and/or in a locked container in the refrigerator.

Parent's need to fill out this information completely

Parent's sign to authorize us to give medication

Paradise staff documents medication dispensed.

Medication Authorization and Documentation
 Authorization for Medication at Paradise Christian School and Development Center

Child's Name: _____ Classroom: _____
 Name of Medication: _____ Dosage: _____

All must Apply:

- Physician written permission prior to giving any medication
- Original prescription bottle with child's name and dosage
- Must be more than 8 hours or 3x's a day. (Prescriptions that are 2x's a day will not be given at the center)
- No over the counter medication/remedies (unless a prescription is attached proving to be medically necessary)

Reason for medication: _____ Remember Child must be non-contagious.

Dates to be given: _____ Time(s): _____ Special Instruction: _____
 Any side effects/symptoms we should watch for: _____
 Parent's Signature: _____ Date: _____

Date	Time: am/pm	Amount Given	Staff Only Reactions	Staff Must Check: "All must apply" section before dispensing	Checked	Staff Signature



Individual Health Plan

If any child has any allergies, medical conditions or special needs, the doctor needs to send us a diagnosis and care plan. The Health Coordinator will discuss the health care of your child and create an Individual Health Plan to coordinate care and assure that all involved are notified of the child's special needs to provide the best care possible.

Parent will sign a Mutual change of information giving us permission to discuss and collect information for the Individual Health Plan.

Asthma

Children with Asthma will have an Individualized Health Plan to assure we recognize and understand their individual needs. We have an Asthma Action Plan that we follow as illustrated.



Asthma Action Plan

Posted in the classroom	
<p>Green Zone (Doing Well)</p> <ul style="list-style-type: none"> No coughing, wheezing or difficulty breathing <p>PEF Flow Zone: Green</p> <p>✓ 80%-100%:</p> <ul style="list-style-type: none"> Asthma is in good control with no symptoms. Take your medication as usual. 	<p>Take medications every day for long term control as indicated by physician</p> <ul style="list-style-type: none"> For metered dose inhalers, use of a spacer with a valve is recommended. Avoid tobacco smoke and what you are allergic to (if known, discuss tests with your doctor) See your doctor every 3 to 6 months, for preventive care Take 2 puffs of quick relief medication 10-15 minutes prior to exercise, if needed. 
<p>Yellow Zone (Caution!)</p> <p>PEF Flow Zone: Yellow</p> <p>✓ 50%-79%:</p> <ul style="list-style-type: none"> You may be experiencing mild to moderate symptoms. Use your rescue medication as soon as possible. <ul style="list-style-type: none"> Coughing, Wheezing, shortness of breath or Night time awakening with symptoms 	<p>Take your green zone medications PLUS for quick symptoms relief take your prescribed medication.</p> <ul style="list-style-type: none"> If you have been in the yellow zone for over 24 hours, call your doctor. 
<p>Red Zone (Medical alert!)</p> <p>PEF Flow Zone: Red</p> <p>✓ Less than 50%:</p> <ul style="list-style-type: none"> Signals a medical emergency. Take your rescue medications immediately and contact your doctor. <ul style="list-style-type: none"> Short of breath, difficulty talking coughing or wheezing, not helped with medications, or Cannot perform activities, or Not responding to quick relieve medication 	<p>If Extremely short of breath.</p> <p>Call 9 1 1 immediately.</p>  <p>You can repeat your quick relief medication every 20 minutes for a total of 3 doses, while you go the doctor's office or emergency department.</p>

Food Allergies/ Allergies: EPI-PEN

Paradise recognizes that there are children with food allergies/ allergies in general. We will make every effort to assure that children are not exposed to their allergens. There are children who may require the use of an epi-pen.

The following guidelines will be used during school hours and/or school sponsored activities:

1. All staff will be trained on how to administer an Epi-Pen.
2. A food Allergy / Anaphylaxis information in-take is done with the families and include filling out forms on proper care, emergency care, medication authorization forms. Food Allergies and special needs is then put in our Special Needs form that is updated regularly and placed in every classroom with a front cover to protect child confidentiality. Every staff reviews their classroom allergies and special needs and is trained in the proper care of their student's needs.
3. The parent is to supply an Epi-Pen. Epi- Pen will be stored in the **front office (clinic) NOT LOCKED, and if child is in EHS, EPI PEN will be stored in the classroom** and accessible for **quick access**. Each Epi-pen will be in a Ziploc bag with child's name on it, with medication authorization form inside as well as a quick chart of how to use an Epi-Pen. In the occasion, that child is taken on a field trip, the Epi-pen will be with an authorized staff that will be responsible for the child.
4. Per state law, the Epi-Pen should be brought to school in original, pharmacy labeled container. The container shall display: student name, prescription name and dosage, and doctor information.
5. Upon use of an Epi-Pen, **9 1 1 will be immediately** called and the student may be transported to a local emergency room for further treatment and observation. A staff member will accompany child with emergency vehicle. Family is to be called immediately and informed of student's allergic reaction, use of Epi-pen and transportation to an emergency facility.
6. Paradise Will maintain updated with current information from the Center of Disease Control. Resource and update:
https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf



Anaphylaxis Emergency Care Plan

Name: _____ D.O.B.: _____

Allergy to: _____

Weight: _____ lbs. Asthma: Yes (higher risk for a severe reaction) No

NOTE: Do not depend on antihistamines or inhalers (bronchodilators) to treat a severe reaction. USE EPINEPHRINE.

Extremely reactive to the following: _____

IF CHECKED, GIVE EPINEPHRINE IMMEDIATELY FOR ANY SYMPTOMS IF THE ALLERGEN WAS LIKELY EATEN.
 IF CHECKED, GIVE EPINEPHRINE IMMEDIATELY IF THE ALLERGEN WAS DEFINITELY EATEN, EVEN IF NO SYMPTOMS ARE NOTED.

FOR ANY OF THE FOLLOWING SEVERE SYMPTOMS				MILD SYMPTOMS			
LUNG Short of breath, wheezing, repetitive cough	HEART Pale, blue, faint, weak pulse, dizzy	THROAT Tight, hoarse, "bubble breathing"/ swelling	MOUTH Swelling of the tongue and/or lips	NOSE Itchy/runny nose, sneezing	MOUTH Itchy mouth	SKIN A few hives, mild itch	GUT Mild nausea/discomfort
SKIN Many hives over body, widespread redness	GUT Repetitive vomiting, severe diarrhea	OTHER Feeling something bad is about to happen, anxiety, confusion	OR A COMBINATION of symptoms from different body areas.	FOR MILD SYMPTOMS FROM MORE THAN ONE SYSTEM AREA, GIVE EPINEPHRINE.			
1. INJECT EPINEPHRINE IMMEDIATELY.				FOR MILD SYMPTOMS FROM A SINGLE SYSTEM AREA, FOLLOW THE DIRECTIONS BELOW:			
2. Call 911. Tell them the child is having anaphylaxis and may need epinephrine when they arrive.				1. Antihistamines may be given, if ordered by a healthcare provider.			
<ul style="list-style-type: none"> Consider giving additional medications following epinephrine: <ul style="list-style-type: none"> Antihistamine Inhaler (bronchodilator) if wheezing Lay the person flat, raise legs and keep warm. If breathing is difficult or they are vomiting, let them sit up or lie on their side. If symptoms do not improve, or symptoms return, more doses of epinephrine can be given about 5 minutes or more after the last dose. Alert emergency contacts. Transport them to ER even if symptoms resolve. Person should remain in ER for at least 4 hours because symptoms may return. 				2. Stay with the person; alert emergency contacts. 3. Watch closely for changes. If symptoms worsen, give epinephrine.			
MEDICATIONS/DOSES							
Epinephrine Brand: _____ Epinephrine Dose: <input type="checkbox"/> 0.15 mg IM <input type="checkbox"/> 0.3 mg IM Antihistamine Brand or Generic: _____ Antihistamine Dose: _____ Other (e.g., inhaler bronchodilator if wheezing): _____							
Physician name and contact number: _____				Parent / Guardian contact number(s): _____			

Sample form adapted courtesy of Food Allergy Research and Education (FARE). Please visit www.foodallergy.org/document.doc?id=234

NON-2014-0230

Immunization and Contagious diseases

Paradise Requires a current and up to date physical examination and immunization record. These forms must be provided by a physician and on the State of Florida School Health Forms. If you are exempt from immunizations, you will need to bring immunization exemption form from the Florida Health Department. Any infectious and contagious diseases will be reported to the local Health department. Any child that is under immunized and/or has an immunization exemption will be asked not to bring their child until the disease is no longer affecting the center. All families will be notified of any contagious diseases or illnesses at the center

What are the preventable diseases?

Vaccine-Preventable Diseases and the Vaccines that Prevent Them



Disease	Vaccine	Disease spread by	Disease symptoms	Disease complications
Chickenpox	Varicella vaccine protects against chickenpox.	Air, direct contact	Rash, tiredness, headache, fever	Infected blisters, bleeding disorders, encephalitis (brain swelling), pneumonia (infection in the lungs)
Diphtheria	DTap* vaccine protects against diphtheria.	Air, direct contact	Sore throat, mild fever, weakness, swollen glands in neck	Swelling of the heart muscle, heart failure, coma, paralysis, death
Hib	Hib vaccine protects against <i>Haemophilus influenzae</i> type b.	Air, direct contact	May be no symptoms unless bacteria enter the blood	Meningitis (infection of the covering around the brain and spinal cord), intellectual disability, epiglottitis (life-threatening infection that can block the windpipe and lead to serious breathing problems), pneumonia (infection in the lungs), death
Hepatitis A	HepA vaccine protects against hepatitis A.	Direct contact, contaminated food or water	May be no symptoms, fever, stomach pain, loss of appetite, fatigue, vomiting, jaundice (yellowing of skin and eyes), dark urine	Liver failure, arthralgia (joint pain), kidney, pancreatic, and blood disorders
Hepatitis B	HepB vaccine protects against hepatitis B.	Contact with blood or body fluids	May be no symptoms, fever, headache, weakness, vomiting, jaundice (yellowing of skin and eyes), joint pain	Chronic liver infection, liver failure, liver cancer
Flu	Flu vaccine protects against influenza.	Air, direct contact	Fever, muscle pain, sore throat, cough, extreme fatigue	Pneumonia (infection in the lungs)
Measles	MMR** vaccine protects against measles.	Air, direct contact	Rash, fever, cough, runny nose, pinkeye	Encephalitis (brain swelling), pneumonia (infection in the lungs), death
Mumps	MMR** vaccine protects against mumps.	Air, direct contact	Swollen salivary glands (under the jaw), fever, headache, tiredness, muscle pain	Meningitis (infection of the covering around the brain and spinal cord), encephalitis (brain swelling), inflammation of testicles or ovaries, deafness
Pertussis	DTap* vaccine protects against pertussis (whooping cough).	Air, direct contact	Severe cough, runny nose, apnea (a pause in breathing in infants)	Pneumonia (infection in the lungs), death
Polio	IPV vaccine protects against polio.	Air, direct contact, through the mouth	May be no symptoms, sore throat, fever, nausea, headache	Paralysis, death
Pneumococcal	PCV vaccine protects against pneumococcus.	Air, direct contact	May be no symptoms, pneumonia (infection in the lungs)	Bacteremia (blood infection), meningitis (infection of the covering around the brain and spinal cord), death
Rotavirus	RV vaccine protects against rotavirus.	Through the mouth	Diarrhea, fever, vomiting	Severe diarrhea, dehydration
Rubella	MMR** vaccine protects against rubella.	Air, direct contact	Children infected with rubella virus sometimes have a rash, fever, swollen lymph nodes	Very serious in pregnant women—can lead to miscarriage, stillbirth, premature delivery, birth defects
Tetanus	DTap* vaccine protects against tetanus.	Exposure through cuts in skin	Stiffness in neck and abdominal muscles, difficulty swallowing, muscle spasms, fever	Broken bones, breathing difficulty, death

* DTap combines protection against diphtheria, tetanus, and pertussis.
 ** MMR combines protection against measles, mumps, and rubella.

Last updated January 26, 2015 - CS245366-A -

<http://hayercountyhealth.com/wp-content/uploads/2014/09/ChildImmunizations.pdf>



Varicella
<http://www.vaccineinformation.org/photos/va-riacp001.jpg>



Mumps
 Child very swollen under the jaw and in the cheeks due to mumps.
 Courtesy of Centers for Disease Control and Prevention



Diphtheria
 Child has diphtheria, thick gray coating over back of throat.
 Source: Centers for Disease Control and Prevention



Haemophilus Influenzae B
 Child has swollen face due to Hib infection.
 Courtesy of Children's Immunization Project, St. Paul, Minnesota



Rubella
 Characteristic maculopapular rash indicative of rubella.
 Courtesy of Centers for Disease Control and Prevention



Measles
<http://phil.cdc.gov/phil/details.asp?pid=1150>





Table 1 Recommended Child and Adolescent Immunization Schedule for ages 18 years or younger, United States, 2022

These recommendations must be read with the notes that follow. For those who fall behind or start late, provide catch-up vaccination at the earliest opportunity as indicated by the green bars. To determine minimum intervals between doses, see the catch-up schedule (Table 2).

Vaccine	Birth	1 mo	2 mos	4 mos	6 mos	9 mos	12 mos	15 mos	18 mos	19-23 mos	2-3 yrs	4-6 yrs	7-10 yrs	11-12 yrs	13-15 yrs	16 yrs	17-18 yrs	
Hepatitis B (HepB)	1 st dose	← 2 nd dose →																
Rotavirus (RV): RV1 (2-dose series), RV5 (3-dose series)			1 st dose	2 nd dose	See Notes													
Diphtheria, tetanus, acellular pertussis (DTaP <7 yrs)			1 st dose	2 nd dose	3 rd dose				← 4 th dose →			5 th dose						
Haemophilus influenzae type b (Hib)			1 st dose	2 nd dose	See Notes			← 3 rd or 4 th dose, See Notes →										
Pneumococcal conjugate (PCV13)			1 st dose	2 nd dose	3 rd dose			← 4 th dose →										
Inactivated poliovirus (IPV <18 yrs)			1 st dose	2 nd dose						← 3 rd dose →			4 th dose					
Influenza (IIV4) or Influenza (LAIV4)													Annual vaccination 1 or 2 doses	or	Annual vaccination 1 dose only			
Measles, mumps, rubella (MMR)						See Notes	← 1 st dose →					2 nd dose						
Varicella (VAR)							← 1 st dose →					2 nd dose						
Hepatitis A (HepA)					See Notes			2-dose series, See Notes										
Tetanus, diphtheria, acellular pertussis (Tdap ≥7 yrs)															1 dose			
Human papillomavirus (HPV)															See Notes			
Meningococcal (MenACWY-D ≥9 mos, MenACWY-CRM ≥2 mos, MenACWY-TT ≥2years)															1 st dose		2 nd dose	
Meningococcal B (MenB-4C, MenB-FHbp)																		
Pneumococcal polysaccharide (PPSV23)																		
Dengue (DENACYD; 9-16 yrs)																		Seropositive in endemic areas only (See Notes)

Range of recommended ages for all children
Range of recommended ages for catch-up vaccination
Range of recommended ages for certain high-risk groups
Recommended vaccination can begin in this age group
Recommended vaccination based on shared clinical decision-making
No recommendation/not applicable

<https://www.floridahealth.gov/programs-and-services/immunization/announcements/index.html>

IMPORTANT When you go to get your child's, physical Exam and Baby Well checks remind the doctor office to complete the following:

- ✓ **Height**
- ✓ **Weight**
- ✓ **Infant- 30 months Head Circumference**
- ✓ **Blood Pressure after age 3**
- ✓ **Hemoglobin and Lead labs**
- ✓ **Check mark that TB risk assessment was done**
- ✓ **To add any Medical Concerns, Diagnosis or Special Needs such as allergies, asthma, diabetes, wears glasses, etc.**



Childhood Diseases: Florida Department of Health

	DISEASE	INCUBATION PERIOD	HOW DOES IT SPREAD?	COMMON SYMPTOMS
EYE, EAR, NOSE, THROAT & CHEST	Bronchiolitis, Bronchitis, Common Cold, Croup, Ear Infection, Pneumonia, Sinus Infection & Most Sore Throats	Variable	Contact with respiratory droplets or contaminated surfaces.	Various respiratory symptoms, possibly with fever.
	Influenza	1–4 days	Contact with respiratory droplets or contaminated surfaces.	Fever, cough, sore throat, fatigue.
	Mononucleosis (Epstein-Barr virus)	4–6 weeks	Contact with respiratory droplets or contaminated surfaces.	Fever, fatigue, sore throat, swollen lymph nodes.
	Mumps	12–25 days	Contact with respiratory droplets or contaminated surfaces.	Swollen & tender salivary glands.
	Pinkeye or Conjunctivitis	Variable	Contact with eye secretions or contaminated surfaces.	Pink or red in whites of eyes & discharge or crusting around eyes.
	Respiratory Syncytial Virus (RSV)	2–8 days	Contact with respiratory droplets or contaminated surfaces.	Cold-like symptoms, fever, difficulty breathing.
	Strep Throat (Group A <i>Streptococcus</i>)	1–5 days	Contact with respiratory droplets or contaminated surfaces.	Sore throat, fever, swollen lymph nodes.
	Tuberculosis (TB)	Variable	Contact with respiratory droplets.	Persistent cough, bloody sputum, weight loss, fever.
	Whooping Cough* (<i>Bordetella pertussis</i>)	5–21 days	Contact with respiratory droplets or contaminated surfaces.	Cold-like symptoms, persistent cough, vomiting after cough & difficulty breathing.
GASTROINTESTINAL	Campylobacteriosis	1–10 days	Consuming improperly cooked food. Contact with human or animal feces.	Diarrhea, abdominal pain, fever.
	Cryptosporidiosis	1–12 days	Swallowing contaminated water. Contact with human or animal feces.	Watery diarrhea, abdominal pain & fever.
	Giardiasis	1–4 weeks		Watery diarrhea, abdominal pain, fever & excessive gas.
	Hepatitis A	2–7 weeks	Consuming contaminated food or water. Contact with human feces.	Fever, jaundice (yellow skin or eyes) & fatigue.
	Pathogenic <i>E. coli</i>	2–10 days	Consuming improperly cooked food or water. Contact with human or animal feces.	Diarrhea (sometimes bloody), abdominal pain & fever.
	Pinworms	2–8 weeks	Contact with human feces.	Anal or vaginal itching.
	Salmonellosis	6–72 hours	Consuming improperly cooked food. Contact with human or animal feces.	Diarrhea (sometimes bloody), abdominal pain & fever.
	Shigellosis	1–3 days	Contact with human feces.	
	Typhoid Fever (<i>Salmonella typhi</i>)	3–60 days	Consuming food or water contaminated with human feces. Contact with human feces or aerosolized vomit.	High fevers, headache & abdominal pain.
	Viral Gastroenteritis (vomiting and/or diarrhea) Norovirus or Rotavirus	1–5 days		Vomiting, watery diarrhea & sometimes fever.
MENINGITIS	Bacterial Meningitis	Variable	Contact with respiratory droplets.	High fever & headache, additional symptoms present.
	Meningococcal Disease (<i>Neisseria meningitidis</i>)	2–10 days		High fever & headache, may have rash.
	Viral Meningitis (Enterovirus)	3–6 days	Contact with respiratory droplets or human feces.	Fever & headache.
	Amebic Meningitis (<i>Naegleria fowleri</i>)	1–9 days	When water containing ameba enters the nose. Not spread between people.	Fever, headache, vomiting, stiff neck, seizures, coma.
SKIN OR RASH	Chickenpox* (Varicella zoster virus)	10–21 days	Breathing airborne respiratory droplets. Contact with lesion fluid.	Fever & itchy/bumpy rash.
	Fifth Disease* (Parvovirus B19)	4–21 days	Contact with respiratory droplets.	Red “slapped-cheek” rash, preceded by fever.
	Hand, Foot, & Mouth Disease (Coxsackie virus)	3–6 days	Contact with respiratory droplets, lesion fluid or human feces.	Blister-like rash on mouth, hands, buttocks & feet.
	Head Lice	7–12 days	Contact with infested person.	Itching of scalp.
	Impetigo (<i>Staphylococcus</i> or <i>Streptococcus</i> bacteria)	1–10 days	Contact with respiratory droplets, lesion fluid or contaminated surfaces/items.	Red sores or blisters that have a yellow crust, typically on face.
	Measles (Rubeola virus)	7–21 days	Airborne respiratory droplets.	Fever, cough, red eyes, flat/raised rash spread over body.
	Molluscum Contagiosum	2–7 weeks	Contact with lesions or contaminated surfaces.	Small raised round flesh-colored lesions.
	MRSA (Methicillin-resistant <i>Staphylococcus aureus</i>)	Variable	Contact with lesion fluid or contaminated surfaces.	Red bumps, boils or lesions of varying severity.
	Ringworm	Variable	Contact with lesions or contaminated surfaces.	Circular, red, scaly patches with raised edges on skin.
	Roseola	9–10 days	Contact with respiratory droplets.	High fever, followed by red raised rash all over body.
	Rubella*	14–21 days		Flat/raised rash spread over body, fever, swollen lymph nodes.
	Scabies	4–6 weeks after first exposure. 1–4 days after re-exposures.	Contact with infested person or contaminated personal items.	Itchy, red, raised eruptions.

Accident/ Incident Reports

As children run, children fall; as much as we all do not like to see our children hurt, it is not uncommon. We will phone you of any incident or accident and explain the situation, although most of the time picking up the child is not necessary. Sometimes children may fall and not complain or react, if your child goes home with an injury, please let us know so we can follow up .Communication is crucial.

When you pick up your child there will be a report explaining what happened for you to sign. **Form should be signed and dated with the date that it was signed. This form is verification that our staff informed you of the situation to ensure quality communication between school and home.** This will be filed in your child's record. All injuries are also kept in an Injury Log located in the front office. We monitor this log on a monthly basis to have a preventative plan of action with staff.

Your child's safety is a PRIORITY!

Communication between School & Home

This is verification that our staff informed you of a situation.



PARADISE CHRISTIAN SCHOOL & DEVELOPMENT CENTER INCIDENT/ACCIDENT REPORT			
Child's Name: _____		Classroom: _____	
Time: _____ AM/PM	Month: _____	Day: _____	Year: _____
ILLNESS/INCIDENT	INJURY when happened?	LOCATION	WHERE ON BODY? Please indicate with an arrow.
<input type="checkbox"/> Vomiting	<input type="checkbox"/> Fall down	<input type="checkbox"/> In the classroom	<input type="checkbox"/> In the playground
<input type="checkbox"/> Coughing	<input type="checkbox"/> Scratch	<input type="checkbox"/> In the classroom	<input type="checkbox"/> On a fieldtrip
<input type="checkbox"/> Eye irritation	<input type="checkbox"/> Finger caught in door	<input type="checkbox"/> Transition wear out	<input type="checkbox"/> Got into another child
<input type="checkbox"/> Fever	<input type="checkbox"/> Run into another child	<input type="checkbox"/> Got home to school with	<input type="checkbox"/> In the bathroom
<input type="checkbox"/> Diarrhea	<input type="checkbox"/> Got hit by a child	FIRST AID	<input type="checkbox"/> Ice applied
<input type="checkbox"/> Runny nose	<input type="checkbox"/> Was bitten	<input type="checkbox"/> Splintered	<input type="checkbox"/> Bandaged
<input type="checkbox"/> Rash	<input type="checkbox"/> Bit lip	<input type="checkbox"/> Change of clothes	<input type="checkbox"/> Complete undress
<input type="checkbox"/> Earache	<input type="checkbox"/> Cut	<input type="checkbox"/> Family Connection/HW	<input type="checkbox"/> Supplies
<input type="checkbox"/> Urinating in pants	<input type="checkbox"/> Headless	<input type="checkbox"/> Possible Fracture	<input type="checkbox"/> Get pinched
<input type="checkbox"/> Sore throat	<input type="checkbox"/> Burn	<input type="checkbox"/> Splintered	<input type="checkbox"/> Bandaged
<input type="checkbox"/> Boast in pants	<input type="checkbox"/> Bump	<input type="checkbox"/> Splintered	<input type="checkbox"/> Bandaged
<input type="checkbox"/> Stomachache	<input type="checkbox"/> Blister	<input type="checkbox"/> Splintered	<input type="checkbox"/> Bandaged
<input type="checkbox"/> Nose bleed	<input type="checkbox"/> Insect bite	<input type="checkbox"/> Splintered	<input type="checkbox"/> Bandaged
<input type="checkbox"/> Chest pain	<input type="checkbox"/> Stitches	<input type="checkbox"/> Splintered	<input type="checkbox"/> Bandaged
<input type="checkbox"/> Teeth fall out	<input type="checkbox"/> Stens	<input type="checkbox"/> Splintered	<input type="checkbox"/> Bandaged
<input type="checkbox"/> Goes with open shoes	<input type="checkbox"/> Possible Fracture	<input type="checkbox"/> Splintered	<input type="checkbox"/> Bandaged
<input type="checkbox"/> Did not eat well	<input type="checkbox"/> Get pinched	<input type="checkbox"/> Splintered	<input type="checkbox"/> Bandaged
<input type="checkbox"/> DISSENTIONS/COMMENTS		NEEDS TO BRING	
		<input type="checkbox"/> Change of clothes	
		<input type="checkbox"/> Complete undress	
		<input type="checkbox"/> Family Connection/HW	
		<input type="checkbox"/> Supplies	
Staff Name & signature: _____	Family signature: _____	PROCEED UP CHILD: _____	

Teaching children not to be afraid to go to the doctors!



Explore Ideas through Play
Explore algunas ideas mediante el juego



Preschoolers like to Play-Act
A los niños de preescolar les gusta jugar haciendo representaciones



Never use the doctor as a threat.
Such as , " if you don't behave, I'm taking you to the doctor to give you a big shot!"
Teach them that the doctors are there to make us feel better and to take care of us.

TYPES CHILD ABUSE

There are four common types of abuse:



PHYSICAL ABUSE

The non-accidental physical injury of a child. The inadvertent result of physical punishment or physically aggressive treatment of a child.



SEXUAL ABUSE

Any act of sexual nature upon or with a child for the sexual gratification of the perpetrator or a third party, including anyone who allowed or encouraged it.



EMOTIONAL ABUSE

Chronic attitudes or acts which interfere with the psychological and social development of a child. When a parent or caregiver harms a child's mental and social development or causes severe emotional harm.



NEGLECT

Child-rearing practices which are essentially inadequate or dangerous. The failure to act on behalf of the child; not providing the care, supervision, affection, and support needed for a child's health, safety, and well-being.

Our children's safety and well-being is our number one priority. No form of child abuse will be tolerated! In any case in which it is suspected it will be reported; NO EXCEPTIONS!

All Staff are MANDATORY Child Abuse Reporters.



Child abuse is defined as including any non-accidental injury, sexual battery, financial or sexual exploitation or injury to the intellectual or psychological capacity of a person by the parents or other persons responsible for the child.

**Informational brochures available in front office!
Abuse Registry Line: 1-800-96-ABUSE (962-2873)**



Domestic Violence:



Here at Paradise, we believe that every family deserves to live in a world free from violence. We believe that safe homes and safe families are the foundation of a safe society. **WE ARE HERE TO HELP!** Our social worker will be available to help you with your individual needs. Pamphlets are also available with places and programs that will further assist you. **NEVER BE AFRAID TO ASK FOR HELP!**

National Domestic Violence Hotline: 1-800-799-SAFE (7233) or TTY 1-800-787-3224.

Types of Domestic Abuse



Physical



Emotional



Sexual



Financial Abuse



Verbal



Religious /Spiritual



Honour Based Violence



Forced Marriage



FGM



Stalking & Harassment

Dental Visits

Never Fear, the dentist is here!

Children experience many firsts: first tooth, first words, first step, first birthday, first haircut, etc. Parents want to be prepared for every step of their child's new life experience, including dental visits. This can sometimes be scary for children but because it is very important for them to go to the dentist and keep their teeth healthy here are a few ideas and tips:

When should my child first see a dentist, and why?

The ideal time as recommended by the American Academy of Pediatric Dentistry, the American Dental Association and the Academy of General Dentistry is at approximately one year of age. This is an ideal time for the dentist to carefully examine the development of your child's mouth. Because dental problems often start early, the sooner the visit the better. To safeguard against problems such as baby bottle tooth decay, teething irritations, gum disease, and prolonged thumb-sucking, the dentist can provide or recommend special preventive care.

How do I prepare my child and myself for the visit?

Before the visit, ask the dentist about the procedures of the first appointment so there are no surprises. Plan a course of action for either reaction your child may exhibit- cooperative or non-cooperative. Very young children may be fussy and not sit still. Talk to your child about what to expect, and build excitement as well as understanding about the upcoming visit. Bring with you to the appointment any records of your child's complete medical history.

What will happen on the first visit?

Many first visits are nothing more than introductory ice-breakers to acquaint your child with the dentist and the practice. If the child is frightened, uncomfortable or non-cooperative a rescheduling may be necessary. Patience and calm on the part of the parent and reassuring communication with your child are very important in these instances. Short, successive visits are meant to build the child's trust in the dentist and the dental office, and can prove invaluable if your child needs to be treated later for any dental problem.

Appointments for children should always be scheduled earlier in the day, when your child is alert and fresh. For children under 2years of age the parent may have to sit in the dental chair and hold the child during the examination. Also, parents may be asked to wait in the reception area so a relationship can be built between your child and the dentist.

If the child is compliant, the first session often lasts between 15-30 minutes and may include the following, depending on age:

- A gentle but thorough examination of the teeth, jaw, bite, gums and oral tissues to monitor growth and development and observe any problem areas
- If indicated, a gently cleaning which includes polishing teeth and removing any plaque, tartar build-up and stains; X-rays; a demonstration of proper home cleaning; assessment of the need for fluoride
- The dentist should be able to answer any questions you have and try to make you and your child feel comfortable throughout the visit. The entire dental team and the office should provide a relaxed, non-threatening environment for your child.

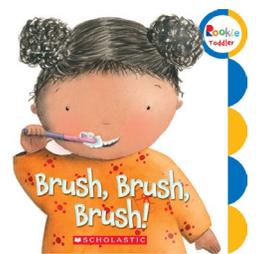
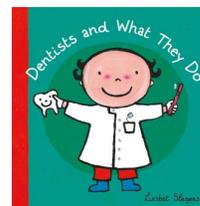
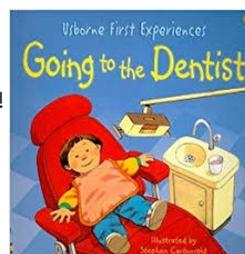
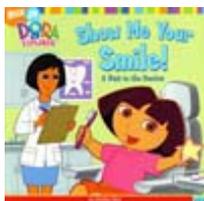
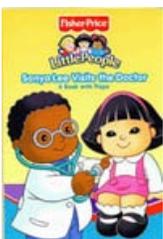
When should the next visit be?

Children, like adults should see the dentist every six months. Some dentists may schedule interim visits for every three months when the child is very young to build up a comfort and confidence level, or to treat a developing problem.

How do I find a good dentist for my child?

1. Many general dentists treat children. If yours does not, ask for a referral to a good dentist in your area. A word-of-mouth recommendation from a friend or family member can also yield the name of a quality dentist. Try a pediatric dentist (pedodontics). Pedodontics have had extra years of training to learn how to help children and because they see only children, their office environment is set up strictly for them.

There are plenty of great books about visiting the Dentist and caring for your teeth, share these books with your children. Listed are a few books:

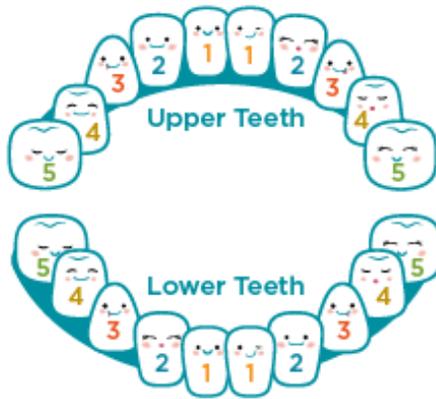


What to do when a child's tooth falls out?

Give a loose **tooth** time.

Sometimes baby **teeth** fall **out** on their own by getting stuck in food. If a wobbly **tooth** bothers your **child**, you can encourage her to wiggle it gently to help it come **out** faster, but remind her not to yank it before it's ready. If your child loses a tooth during school hours, we will make every effort to store the tooth to provide to the parent at time of pick up.

When Baby Teeth Come In and Fall Out



	age tooth comes in	age tooth falls out
1. CENTRAL INCISOR	8-12 MOS.	6-7 YRS.
2. LATERAL INCISOR	9-13 MOS.	7-8 YRS.
3. CANINE (CUSPID)	16-22 MOS.	10-12 YRS.
4. FIRST MOLAR	13-19 MOS.	9-11 YRS.
5. SECOND MOLAR	25-33 MOS.	10-12 YRS.
5. SECOND MOLAR	23-31 MOS.	10-12 YRS.
4. FIRST MOLAR	14-18 MOS.	9-11 YRS.
3. CANINE (CUSPID)	17-23 MOS.	9-12 YRS.
2. LATERAL INCISOR	10-16 MOS.	7-8 YRS.
1. CENTRAL INCISOR	6-10 MOS.	6-7 YRS.

Paradise Tooth Brushing Procedures

At Paradise, we want to demonstrate with the children the importance of oral health and the daily care of their teeth. Children will brush their teeth after breakfast and lunch. Below you will see the procedures our children use to brush their teeth.

Statement/Guide on Toothbrush care: Cleaning, Storage and Replacement

DCF License: PCS: C11MD0782

Tooth brushing plays an important everyday role for personal oral hygiene and effective plaque removal. Appropriate toothbrush care and maintenance are also important consideration for sound oral hygiene. Each Classroom will have daily supervised tooth brushing in conjunction with meals that models and teaches good dental hygiene and prevents cross-contamination between children, toothbrushes and toothpaste.

- Each child will have their own labeled toothbrush. They do not share toothbrushes.
- Toothbrushes will be stored in holder and kept out of the reach of children when not in use. Teacher will hand child their toothbrush.
- Put toothpaste on disposable cup for child to get the pea-sized tab of toothpaste from the disposable cup. Child can use the same cup to rinse. Do not put toothpaste on toothbrushes.
- Teacher must supervise and teach child how to brush their teeth properly and rinse their toothbrush properly.
- Thoroughly rinse toothbrushes with tap water after brushing to remove any remaining toothpaste and debris
- Teacher should shake dry the toothbrush and put in child's designated spot on the tooth brush holder.
- Do not store toothbrushes in closed containers. Must air dry.
- Toothbrushes will be replaced three times a school year August, December, March
- Sanitation/Storage: Each toothbrush holder will be sanitized two times a month or more as needed.
- Tooth brush holder can be washed with warm water and soap and air dried as needed.
- The sink area must be sanitized before and after tooth brushing activities.
- Toothbrush net must be kept clean regularly.



1: Get my toothbrush



2: Put a small amount of toothpaste on the edge of my cup



3: Get the toothpaste from my cup with my toothbrush



4: Begin brushing...
Brush Outside
Brush Inside
Brush tops and bottoms



5: And finally, rinse



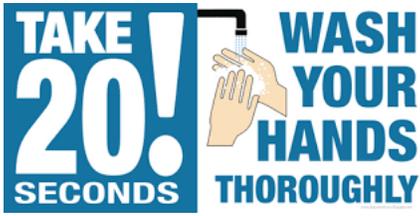
All done!



6: I put the cap back on my toothbrush and put it away.

Handwashing

Hand washing is a simple habit, something most people do without thinking. Yet hand washing, when done properly, is one of the best ways to avoid getting sick. This simple habit requires only soap and warm water or an alcohol-based hand sanitizer — a cleanser that doesn't require water.



Despite the proven health benefits of hand washing, many people don't practice this habit as often as they should — even after using the toilet. Throughout the day you accumulate germs on your hands from a variety of sources, such as direct contact with people, contaminated surfaces, foods, even animals and animal waste. If you don't wash your hands frequently enough, you can infect yourself with these germs by touching your eyes, nose or mouth. And you can spread these germs to others by touching them or by touching surfaces that they also touch, such as doorknobs.

Wash hands for 20 Seconds! Let's wash our hands..... **Paradise has a "CLEAN HANDS" Policy!**

- 1. Families and visitors, as you come into the center "adults" please use the hand sanitizer as you enter before you clock in/out! (Not for children use).
- 2. Remind your child to wash their hands as soon as they arrive in the classrooms. Good Habits start now!

Washing Hands Song (Tune: Row Your Boat)

Wash, wash, wash, your hands,
 Soap will make them clean,
 Scrub the germs til they fall off,
 Germs go down the drain.



WASH YOUR HANDS PROCEDURE LAVASE LAS MANOS PROCEDIMIENTO


Be A Germ-Buster
 Elimine Los Gérmenes



Healthy Practices

How to Cough! Do the DAB and cover your mouth and nose with your arm when you sneeze or cough. Please practice at home as we will practice in the school.



D

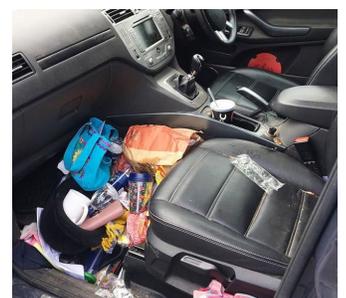
estroy. **A**ll. **B**acteria.

Cover your mouth and nose when you sneeze or cough!



Keep the inside of your car clean

A clean, safe and healthy environment is important in your child's life. This includes Home, Car and school. The car is important to keep clean. Children can become ill with contaminant of trash, put in their mouth spoiled foods, become dirty, and the car can have a bad odor which the odor is smelled on their clothing.



NO Smoking Policy

Smoking is prohibited on all school grounds. **This includes the parking areas** or 50 feet from the school property and parking lot.

Second hand smoke



Exposure to secondhand smoke causes heart disease and lung cancer in nonsmoking adults and sudden infant death syndrome, acute respiratory infections, middle ear disease, more severe asthma, respiratory symptoms, and **slowed lung growth** in children.

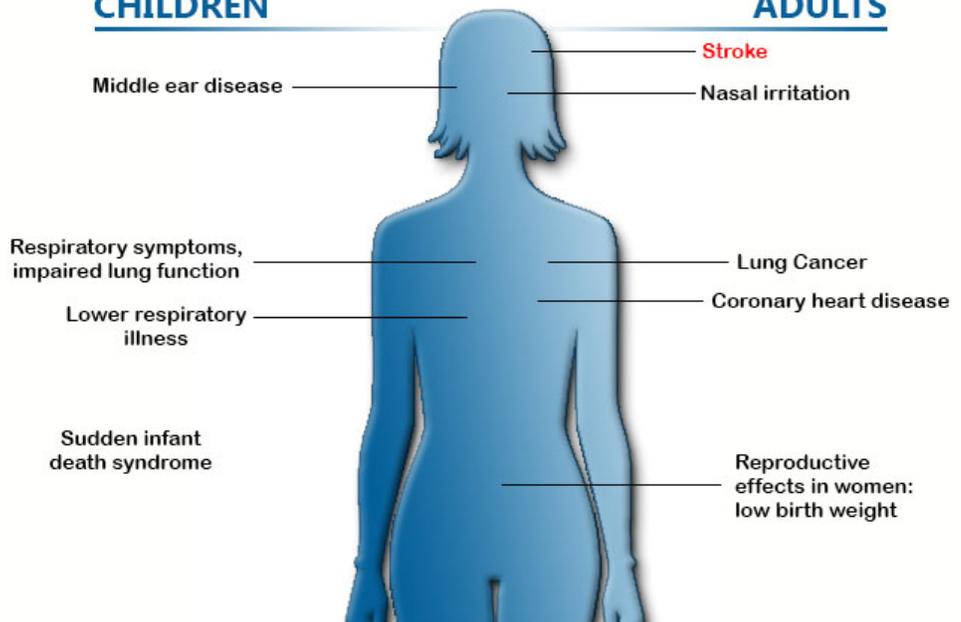
Do not smoke in the car, this affects the health of your child. Although many smokers roll down their windows when they smoke and drive, study published by Tobacco Control found that even with the windows down, smoking in the car can produce dangerous levels of particle air pollution.

The smoker generally doesn't recognize the horrible smell of smoke-tobacco. When a child comes with smell of smoke, the teacher is also affected and the other children. The other children (as we know children say what they think) start telling the child, you smell bad, I don't want to be your friend you stink! Ewwww get away from me. Although the teacher will redirect the behavior of the comments, but the child who "smells" is used to the smell and does not recognize why the other children are telling them this.



CHILDREN

ADULTS



I'm counting on you NOT TO SMOKE!
 If you or others smoke around me, it hurts my lungs and ears. It makes it harder for me to breathe and I get sick more often. I can even smell the smoke on your clothes and it makes me sick. Don't you love me?
 Your Child

SIDS**Sudden Infant Death Syndrome****What should I know about SIDS?**

Health care providers don't know exactly what causes SIDS, but they do know:

Babies sleep safer on their backs. Babies who sleep on their stomachs are much more likely to die of SIDS than babies who sleep on their backs.

Sleep surface matters. Babies who sleep on or under soft bedding are more likely to die of SIDS.

Every sleep time counts. Babies who usually sleep on their backs but who are then placed on their stomachs, like for a nap, are at very high risk for SIDS. So, it's important for everyone who cares for your baby to use the back sleep position for naps and at night.

Communities across the nation have made great progress in reducing SIDS! Since the *Back to Sleep* campaign began in 1994, the SIDS rate among African Americans has declined by nearly 50 percent.

What can I do to lower my baby's risk of SIDS?

Here are 10 ways that you and others who care for your baby can reduce the risk of SIDS.

Safe Sleep Top 10

1. **Always place your baby on his or her back to sleep, for naps and at night.** The back-sleep position is the safest, and every sleep time counts.
2. **Place your baby on a firm sleep surface, such as on a safety-approved* crib mattress, covered by a fitted sheet.** Never place your baby to sleep on pillows, quilts, sheepskins, and other soft surfaces.
3. **Keep soft objects, toys, and loose bedding out of your baby's sleep area.** Don't use pillows, blankets, quilts, sheepskins, and pillow-like crib bumpers in your baby's sleep area, and keep any other items away from your baby's face.
4. **Do not allow smoking around your baby.** Don't smoke before or after the birth of your baby, and don't let others smoke around your baby.

5. **Keep your baby's sleep area close to, but separate from, where you and others sleep.** Your baby should not sleep in a bed or on a couch or armchair with adults or other children, but he or she can sleep in the same room as you. If you bring your baby in bed with you to breastfeed, put him or her back in a separate sleep area, such as a bassinet, crib, cradle, or a bedside cosleeper (infant bed that attaches to an adult bed) when finished.
6. **Think about using a clean, dry pacifier when placing the infant down to sleep,** but don't force the baby to take it. (If you are breastfeeding your baby, wait until your child is 1 month old or is used to breastfeeding before using a pacifier.)
7. **Do not let your baby overheat during sleep.** Dress your baby in light sleep clothing, and keep the room at a temperature that is comfortable for an adult.
8. **Avoid products that claim to reduce the risk of SIDS** because most have not been tested for effectiveness or safety.
9. **Do not use home monitors to reduce the risk of SIDS.** If you have questions about using monitors for other conditions talk to your health care provider.
10. **Reduce the chance that flat spots will develop on your baby's head:** provide "Tummy Time" when your baby is awake and someone is watching; change the direction that your baby lies in the crib from one week to the next; and avoid too much time in car seats, carriers, and bouncers.

*For more information on crib safety, contact the Consumer Product Safety Commission at 1-800-638-2772 or at <http://www.cpsc.gov>

Babies sleep safest on their backs.

One of the easiest ways to lower your baby's risk of SIDS is to put him or her on the back to sleep, for naps and at night. Health care providers used to think that babies should sleep on their stomachs, but research now shows that babies are less likely to die of SIDS when they sleep on their backs.

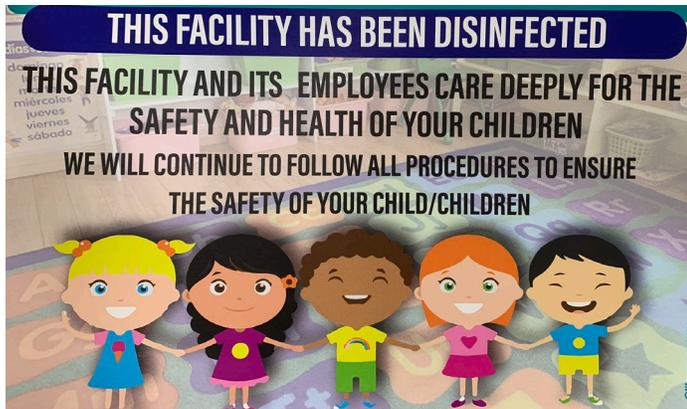
Placing your baby on his or her back to sleep is the number one way to reduce the risk of SIDS.

But won't my baby choke if he or she sleeps on his or her back?

No. Healthy babies automatically swallow or cough up fluids. There has been no increase in choking or other problems for babies who sleep on their back

Paradise Healthy Environment

Paradise Christian School is prepared and ready to care for your children with a well-planned healthy-safe environment.



We have always been well known for cleanliness and how great our facility is. Each year we get even better!

We have our cleaning staff on 3 clusters. Each cluster is responsible to clean, disinfect, and laundry their classrooms. We have a monitoring tool to assure that each team is complying with our expectations. We have won several awards for our Healthy Environment.



We have invested and installed a GPS ionization system in all our air conditioners. This system has proven to reduce the spread of diseases. In addition, we check and clean air conditioner rooms and filters weekly. The GPS clears the air particles faster, particulate matter includes pollutants, dust, allergens, mold-bacteria, and viruses. GPS technology constantly generates a high concentration of positively and negatively charged ions. These ions travel through the air continuously seeking out and attaching to particles, larger by virtue of combination, these particles are removed from the air more rapidly.

AIR CLEANING TECHNOLOGY

BY **GPS**



• PATHOGENS KILLED

Using ionization technology, GPS delivers clean indoor air that is safe and healthy - producing neither ozone nor other harmful byproducts.



• PARTICLES REDUCED

Reducing airborne particles as well as neutralizing odors, bringing outdoor freshness indoors.



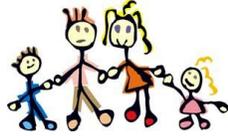
• VIRUS REDUCTION RATES

COVID-19 – 90%
 Legionella – 99.7%
 Norovirus – 93.5%
 E. coli – 99.6%



Family Connection

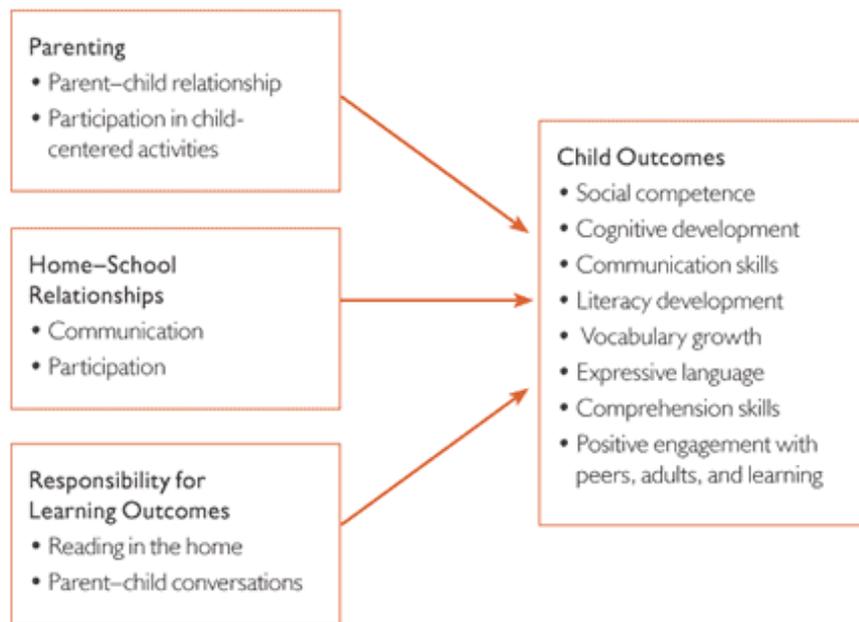
Families are welcomed visitors in the program at all times and encouraged to participate!



We have an **Orientation meeting** and an **Open House** during which you may become better acquainted with our staff and program. We believe that it is important that our staff be involved with families in close cooperation and planning of the welfare of each child. **It is important that children experience a connection between home and the Early Childhood setting.** In order to enhance this connection, we have created a **Parent (Family) Committee. The Parent (Family) Committee represents Paradise families while the Policy committee assists in decision making.**

Families may call with questions, suggestions, and ideas, or volunteer their time and energies to take part in the program. We hope that you will keep us informed by notifying us of any specific change that may affect your child at the center. In turn, we will inform you of any specific incident at the center concerning your child. The office will arrange conferences with families as needed. We hope that you will **join us** during the year for various planned activities, such as Presentations, Book Fairs, etc.... We have many events in and out of the school for families to be involved in, work together, and become one big happy family.

Early Childhood Family Involvement



Joseph Tart/EHP

Goal: To encourage family involvement and keep family members informed of their child's development and encourage families to become an advocate for their child's learning.

HIPAA:



You have a right to know what we do with the personal and confidential information we collect about you in the normal course of providing services to our customers. Because we value the integrity of our customer information and relationships, we want to assure you that we properly safeguard this important information.

We collect personal information that you provide to us on applications, other forms and in interviews. In addition, we maintain information of the services you request and/or obtain from us. We may obtain additional information from other parties which may include employers, health care providers, and community agencies in the course of processing your request for services. A consent form should be previously signed for the release of information for special services.



FAMILY ORIENTATION



Prior to your child beginning school we will have a Family Orientation meeting. The purpose is

for families to develop a deeper understanding of the services and opportunities available through Paradise Christian School and Head Start/ Early Head Start/ Early Head Start/ Early Head Start program. It is a time for welcoming families, sharing information, discussing program services and opportunities, as well as encouraging families to get involved early in the education of their children. The family orientation will give families a preview of what they can expect of future activities. It provides an opportunity to promote program services and introduce staff and their functions. The orientation is designed to take place at the beginning of a new school year to describe and give families an overview of the program and center. The orientation meeting when planned to inform, engage and communicate with families can be one of the best places to establish and develop a positive, meaningful and trusting relationship with a family. It opens communication with families right from the start.

GREETER-Family Workers

As you enter in the school there will be a staff member to greet you with a smile and keep you informed of all activities that are going on. This person will also give you any messages, reports and also take any messages you would like to leave

FAMILY WORKER MESSAGE BOX (A-Z Sorter)

Our Message box is placed in the front office. Messages include reminders for financial reasons, incident/accident reports, medical reminders, and other information needed.

The office staff has a roster with your child's name marked that they have a message, upon picking up your child ask if you have any messages, the office staff will give you the messages that are in the box/file.

COMMUNICATION: DIFFERENT LANGUAGES



In Miami-Dade County there is an influx of multi-cultural, multi-lingual families. Spanish being the predominate language in our community we assure that there is someone available at all times that are fully bilingual (English/Spanish) and able to translate and assist with communication.

We provide multi-language services to meet the preferred language of the families using one or more of the following methods:

- When a staff person is not available who speaks the family's preferred language, a translation service or free translation website will be utilized.
- When possible, materials will be available to families in their preferred language.
- An effort is made to fill position with multilingual/ bilingual staff.
- Spanish is currently the dominate language in our community, we assure there are Spanish speaking staff at or available to the facility at all times.

CLASS COMMUNICATION LOG



In an effort to assure proper communication and documentation in the classroom we have created a class communication log where as our social services and education department can assist with follow-up and this communication links between the class and the families as well as with other service areas.

Teachers regularly communicate with families to ensure they are well-informed about their child's routines, activities, and behavior. It is our goal to develop positive relationships with families. These relationships are key to our work with children and families, including the journey toward school readiness. **Teachers are required** to connect with families either by Class Dojo or by phone call for absences, events, reminders, follow up calls, follow ups, family conferences, happy calls, and weekly child related calls.

Visit Our Website

SCHOOL WEBSITE



Our School Website provides many resources, information, updated school and event calendar. Scan the QR code to go directly to the website.

www.paradisecristianschool.com

MONTHLY CALENDAR

Can be found on our website

Monthly Calendar includes:

Transition tips, monthly activities and events, family connection meetings such as family board, workshops, donations, wish list, staff birthdays and the monthly Family project. Calendar is posted in the family news in the entrance of the school, and in front of the classroom. The calendar is given at the beginning of the school year with the complete year at a glance. If any changes occur, they will be posted in the front office.



Our google calendar is linked to our website, this is the most accurate update of events.

NEWSLETTERS/ Families Together

Can be found on our website



Families will receive a regular update regarding their child's activities in school. The newsletter will contain information regarding current themes, activities, and songs, as well as suggestions for reinforcement at home. These newsletters are available in both English and Spanish. The newsletters are part of the Calendar at a glance and is available a year in advance and is also on our school website.

FAMILY NEWS

Can be found on our website

As you sign in and out every day you will see the following on the Family News Area:

Some examples are:

- Food Menu, Resources
- Notices, Announcement, Special Events
- Board Minutes, Employment opportunities
- Free Educational Literature, Videos
- School Calendar, Newsletter, Trainings



SOCIAL MEDIA : STAY CONNECTED

Hashtags: #PCS , #paradisecristianschool

FACEBOOK

www.facebook.com/ParadisecristianschoolHialeah

Become a **fan of Paradise Christian School Hialeah** and see all our wonderful photos and educational resources! We will be posting photos regularly on Facebook.

Please like the photos, the children and their families enjoy that you like their photos. You are part of the Paradise Family, engage and encourage each other. Share with your families and friends!! You may tag and share pictures of yourself and of your children at your own discretion

Even if you do not have a Facebook, open one just for us, so you can enjoy all the event photos and activities.

Facebook Special note:

Do not send messages on Facebook, we do not read this regularly. You can email us at register@paradisecristianschool.com.

YouTube channel:

<https://www.youtube.com/c/DrEileenFluney/videos>

Like and Follow us on Youtube, we offer trainings and events of the children.

You will find it under DrEileenFluney.

YOU CAN ALSO FOLLOW

DR EILEEN FLUNEY ON SOCIAL MEDIA

- LINKEDIN
- INSTAGRAM





OFFICE HOURS

OFFICE HOURS ARE 9:30AM-1:30PM

TEL:305-828-7477 FAX:305-828-1950

Please call us daily for absences before the beginning of your carline cycle. Send message to your child's teacher through class dojo. We will contact you for daily absences, follow-up, reminders, scheduling for home visits, family conferences, emergencies, recruitment of volunteers, incidents, or just to say Hello! If you need to speak to the teacher, you may leave a message and the teacher will return your call during their planning period. Please understand the teachers must supervise the children at all times, therefore cannot be asked to leave their classroom to attend a phone call. The office hours are from 9:30am-1:30pm, this is the time that you may call the center and someone will be available to assist you.

The hours before and after are dedicated to the cycles of arrival and dismissal which needs our full attention.

BY EMAIL (MAILCHIMP,CHILDPLUS & OTHER)

We will be sending reminders by email and/or text. Communication is key to a successful school year and keeping families involved. Please make sure to keep your email current.



Email is another great way to communicate, send us notices, vacation pictures and also to ask general questions.

School email is register@paradisechristianschool.com

COMMUNICATION

We will contact you for daily absences, follow-up, reminders, scheduling for home visits, family conferences, emergencies, recruitment of volunteers, incidents, or just to say Hello!

Please use Class Dojo to text your child's teacher before your arrival time to let them know your child will be absent.

If you need to speak to the teacher, you may leave a message on Class Dojo and the teacher will return your call during their planning period. Please understand the teachers must supervise the children at all times, therefore cannot be asked to leave their classroom to attend a phone call.

COMMUNICATION DURING AN EMERGENCY

There are different emergency situations such as



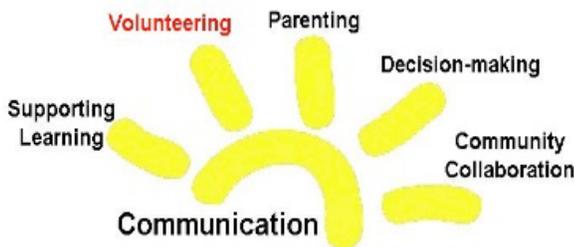
hurricanes, tropical storms, lock down as well as riots and other emergencies that may arise. We will always try to stay in constant

communication through our website, phone calls, text messages, news, media and e-mail. We will also post any incidents that are anticipated, such as hurricanes!

TALKING TO TEACHERS DURING CLASS TIME

Remember, if the teacher is engaging in a conversation with you, who is supervising the children?

Please make appointments to speak to the teacher when they are not directly working/supervising the children! Use class dojo to leave them a message and they will contact you during their planning time to set up an appointment or communicate with you.





INSTALL CLASS DOJO APP
CLASS DOJO

This is our PRIMARY form of regular communication.

Connecting as a parent on the web: a Class Dojo Tutorial for families

<https://youtu.be/8aiGhRuPeA8>

Class Dojo is a communication app for the classroom. It connects teachers, parents, and children to share photos, videos, messages through the school day. Using Class Dojo to work together as a team, share in classroom experience, and bring big ideas to life in their classrooms and homes.

Website: <https://www.classdojo.com/>

TODAYS NOTES

Daily changes, teacher's absence, playground closure, weather alerts, will be posted on the Today's notes on top of the sign in clock. We will also send via Class Dojo any alerts

ALL MESSAGES MUST BE IN WRITING!!!!

Our primary form of communication is Via Class Dojo
 Please send all messages either by Class Dojo or by email.

We will try to respond to all messages within 24 hours. You can also email your messages directly to the department.

Internal Communication: Our center has an internal intranet: MY HUB that is used for internal communication. We are able to send messages to the staff via MY HUB or Class Dojo.

SIGN UP GENIUS

Sign up Genius is used for events. This is the platform that will be sent for family involvement activities. For events we need an accurate count of participants to provide an amazing experience. We will send you the link via class dojo as well as it will be on the Google Calendar located on our website.



SUGGESTIONS

We love to hear your ideas! If you have any concerns or suggestions . Please send us an email or through class dojo with your concerns or suggestions and we will connect with you.

You can send to the teacher's lesson plan and classroom activity ideas. There is an opportunity for families to have an input, with suggestions and ideas for the classroom. Be involved in your child's education and share your thoughts and ideas.

MY DAY AT PARADISE FOR EARLY HEADSTART

NAME: _____ DATE: _____

My Day at Paradise Family Connection

Meals/Aliments					
Please check off the items that were eaten. They need to be present all day. (Minimum 10 items are required for a full day.)					
Food/Aliments	1st School	2nd School	3rd School	4th School	5th School
Breakfast					
Mid-Morning					
Mid-Afternoon					
Evening					
Snacks					
Drinks					
Other					
Notes					

Naps/Siesta			
Time	Woke up	Went to sleep	Comments
7:00			
8:00			
9:00			
10:00			
11:00			
12:00			
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			

Today's Notes		
Time	Notes	Other
7:00		
8:00		
9:00		
10:00		
11:00		
12:00		
1:00		
2:00		
3:00		
4:00		
5:00		
6:00		

You will receive at the end of the day a daily message of a picture of My Day at Paradise via Class Dojo indicating how they ate (meals) how they napped, diaper changing/potty learning progress, their disposition and their supply needs.

You may ask the teachers any questions via class dojo.

SMILE.AMAZON

Register with Smile. Amazon and choose Paradise Christian School & Development Center as your charity.

Amazon offers a donation to your child's class/school. smile.amazon.com/ch/65-0320987

We have Wishlist's that will be provided with the needs of your child's class, for you to share with your family and friends. The school supply list is also on the Wishlist marked as Head Start School Supplies and Early Head Start School Supplies.



Head Start School Supplies wish list:
<https://a.co/76cvW7d>

Early Head Start School Supplies wish list:
<https://a.co/4QMsujZ>

Classroom Gardening Project:
<https://a.co/ay0ITsL>



HOME VISITS:



Home to School connection with home visits. With prior scheduling, home visits will be done 2 times a year for Head Start/ Early Head Start students, and other programs as needed.

Home Visits provide the opportunity for teachers and parents to discuss a child's developmental principles, appropriate activities, behavior management strategies as well as any family concerns about the child. Home visits use the home as the setting for adult learning, to enhance the parents' role as the primary educators of their children. When home visitors and other staff work with parents, parents are active partners in their child's learning process

MALE INVOLVEMENT

Fathers are encouraged to participate in all aspects of the program.

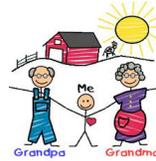


Children learn from those that they are surrounded by. A Child's parent is their first and foremost teacher and creates a

model for their child in ways that men and women should act. Children look up to their mothers and fathers throughout their lives for guidance. Men especially are strong role models for children. What is important is that every child has a good male role model in their lives whether it is their father, grandfather or a friend. At Paradise we encourage and promote Male Involvement and have a variety of activities throughout the school year for male to promote male participation. We have designated the month of March for male involvement. We hope that all dad's, grandfathers, uncles, and brothers are involved in making a difference in the lives of the children.

Fatherhood Task Force of South Florida:
<http://www.fatherhoodtaskforceofsouthflorida.org/>

GRANDPARENT INVOLVEMENT



The number of **grandparents serving as primary caregivers** for their grandchildren has increased nationally in the past twenty years. Paradise provides grandparents with the support and resource needed to assist families with raising their grandchildren.

Grandparent involvement is very important, children that foster family connection and have the blessed opportunity of having their grandparents involved in their lives make a difference in the loving and caring attributes of our children. September, we celebrate Cookies with grandparents. They Join us for a special celebration in appreciation for our generations of families.

OPPORTUNITIES FOR INVOLVEMENT

Meet the teacher, Meet and Greet Family Workshops, Family Committee, Policy Committee, and more. Check Calendar for different opportunities.

Annual Family Events

- September: Goodies with Grandparents,
- October: Open House, Hispanic Heritage Show
- November: Thanksgiving Presentation
- December: Christmas Show
- January: Family Reading Days
- February: Family Pizza Night
- March: Fitness with Dad, FUDGE mail involvement
- April: Earth Day, Gardening
- May: Muffins with Mom
- June: Donuts with Dad





VOLUNTEERS

A volunteer that will be at the center 10 hours or more must:

- You will need to attend a Volunteer Orientation-receive manual.
- Complete FDLE Level 2 background screening
- Complete the state mandated training requirements.

What can you Volunteer for?

To name a few:

- **Naptime assistance:**
During Naptime: 12:30-2:30
To help the teacher with filing paperwork, disinfecting the classroom, decorating and organizing the classroom.
- **Hallway Monitor**
Morning Routine Monitor: 7:00-8:30am,
Afternoon Routine Monitor: 2:30-3:30pm
To assist monitoring the hallways to assure no families are wandering the hallways and secure that everyone exits the building quickly.
- **Events**
We have family events, such as Hispanic Heritage, Thanksgiving, Christmas, Earth Day and we need volunteers to help decorate and provide celebration-event assistance.
- **Street Guard**
Morning Routine Guard: 7:00-8:30am,
Afternoon Routine Guard: 2:30-3:30pm
To assist and organize the cars and walkways for carline arrival and dismissal
- **Marketing**
To pass out and distribute flyers and promote enrollment and get community partners.
- **Recruit Donations**
To request donations in community business to help the school program. Also recruit donations for special events such as Teacher Appreciation Week, etc.

Hip, Hip Hurray for Volunteers.... making a difference in the lives of children.

- You will need to leave your Photo ID in the front office to get a Visitor /Volunteer Pass. When you leave you can pick it up from the front office.
- All personal belongings such as Clear purses, wallets need to be placed in a locker , no medication permitted in the lockers.
- If you need medication, it needs to be left in the front office-Clinic.
- Cell phones or any recording devices cannot be used in the classrooms or in the school hallways. You will need to leave cell phones in your locker.
- Need to wash hands following hand washing procedures
- Must be under the direct supervision of a paid teacher (staff member), cannot be in charge of any group of children.
- Cannot wander around the school in or out or in the playground unsupervised.
- Cannot take children out of the classroom
- Cannot have other children that do not belong to that classroom even if they are family members.
- If you volunteer more than 10 hours or more per month, you will need to submit a background screening accordance to section 402.3055, Florida Statutes, and complete the state mandated training requirements.
- You will need a physical stating you can work with children and are non-contagious.
- Must abide by HIPAA regulations of confidentiality, cannot talk about children in the classroom (not even your own).
- Please dress appropriately to set an example to all of our children and wear closed toed shoes. (Pants and shirts must be worn)
- No smoking, no drugs, no weapons, no alcohol are permitted in the center.

Standard of Conduct

All families must sign a Standard of Conduct acknowledging and agreeing to abide by the Program's standards of Conduct



EVALUATING THE PROGRAM/SURVEYS

Our goal is your satisfaction, to provide High Quality Early Childhood Education that each child and family deserves. We have several ways of evaluating our program such as our Self-Assessment, Surveys, Policy Committee,

Steps involved:

- **You have a voice in planning for program improvements:**

Through communication, suggestions, family/policy committee and being involved.

- **You will be included in a yearly program evaluation**

Surveys will be given annually or more if needed to over-all evaluate our program. We appreciate you taking the time to complete these surveys that will help us improve as an educational center.

- **When a program evaluation is completed,** you will receive a report with the final findings and you can be part of our plan of action for improvement.

FAMILY SURVEY



There may be a variety of different family surveys according to funding sources and purposes. These surveys are used to provide High Quality Early Childhood Education. These surveys are confidential and are tallied. We will use the results to create a plan of action for improvement and on-going monitoring.

All families will be provided with the opportunity to complete the survey's anonymously and confidential.

1. Each family will receive a blank survey to fill out
2. A box labeled "Survey's; will be available for families to place the completed survey in.
3. No names, identifying information or coding will be used, this is completely confidential.

Increasing Return rate:

At times we may have several strategies to increase return rate of participation. All forms must be confidential!

- a. Survey countdown chart showing goals.
- b. Papers will be color coded by class and competition of class responses.

Survey's will be numbered, and then taken out of order to be randomly distributed, then we will have accountability of how many were returned and the one's missing.

CONFLICT RESOLUTION (Grievances)

Paradise is committed to responding to all grievances within 24-hour period and to resolving them as quickly as possible.

As with any family grievances, and misunderstanding may occur, we believe we can Talk, Listen and Resolve by communicating properly and respectfully.

Our goals are: WE CARE!!!

1. Speak calmly in a low voice immediately in private office with person in charge and have a "family Meeting" to be able to resolve and find solution to any conflicts.
2. To set up an appointment as soon as possible with all involved with conflict to resolve. Communication and expectations are very important.
3. An investigation is done when necessary and done in a timely manner and results are shared with parent.
4. If the above does not resolve, please put your grievance in writing and submit to CEO/Executive Director: Dr. Eileen Fluney at dreileenfluney@paradisecristianschool.com
5. If you feel that after submitting to the Executive Director does not resolve you may put a request to meet with Board of Directors.



We will learn from each other to do what is best for our children

FAMILY CONNECTION AT A GLANCE



It is important that children experience a connection between home and school. In order to enhance this connection, we have created a Family Committee / Policy Committee and plenty of activities for **families to be involved in.** The Family Board **represents Paradise families** while the **Policy Committee** assists in **making decisions.** Families may call with questions, suggestions, and ideas, or volunteer their time and energies to take part in the program. We hope that you will join us during the year for various planned activities and **make a difference in the lives of our children.**

Please check "**Family Connection**" folder daily in your child's book bag to see the monthly calendar, activities, samples of child's work and other great items. For all special activities there will be a list on the front of each class door. Please mark what you will be able to bring and whether you will be able to volunteer to help. In the front office area check for flyers, announcements, the school lunch menu, changes & additions of events. Donations (in-kind) are an important part of our program; we need things such as empty egg cartons, children's books, live birds and other animals, a variety of sizes of balls, tricycles, hula hoops, play dough, drama clothes, costumes, hats, yarn & buttons for craft projects, etc. We are **a not-for-profit** 501 3c organization and all donations and contributions **are tax deductible** and **very much appreciated.** We look forward to a wonderful year full of activities and enjoyment!

Family Connection at a Glance

Upon approval of the policy board you will receive an annual "**Family at a Glance**", in this newsletter you will have the entire school year date and time of activities, events and opportunities to get involved. We encourage you to "preplan" the school year activities in advance to accommodate yourself and be able to be actively involved. Families have really enjoyed this at a glance; it gives them an opportunity far in advance to request time from work if needed to be able to participate. If you let us know in writing the name of your company we will send them a **Thank-you certificate** for allowing you to partake in your child's life! **A partnership with your work- school is important**with cooperation from allwe have success

In your **Family at a Glance** (newsletter) you will find the entire year divided monthly with:

- Transition tips
- Activities with location, day and time
- Community Involvement & partnerships
- Family Project of the month
- Parent involvement activities/opportunities
- Family Board and Policy meetings
- Websites for resources
- School closures
- Holiday Care available dates

FAMILY WORKSHOPS/ACTIVITIES:

We arrange opportunities for parent participation that take into account parental work, educational training schedules, as well as family obligations.

Monthly workshops and/or activities are scheduled for families. Some topics discussed are:

- Behavior/Special needs
- Pedestrian Safety
- Leave No Child Behind Act
- Mental health
- Galileo Parent Portal
- Substance Abuse & Domestic violence
- Teacher-child interaction
- Health and safety prevention
- Financial Assistance
- Cultural Awareness and diversity
- Parent skills and child abuse
- Nutrition
- Transitions
- Male involvement

Some ways you can help

- Prepare learning materials (cut out materials).
- Prepare costumes and props for plays.
- Teach a dance.
- Read a story aloud to a small group.
- Chaperone on a field trip.

- Assist at Special Events (holidays, Valentine's, etc.)
- Call families to keep them informed.
- Help answer the phone.
- Provide supplies for parties.
- Solicit donations

FAMILY MONTHLY PROJECT

Home-School Connection



This is an exciting activity for the entire family to be involved in. Starting good habits at an early age is crucial! You will see the smiles as your child brings their project and feels so proud of what they have accomplished with their family. These projects will enhance parenting skills, knowledge and understanding of the educational and developmental needs of your child. The projects will be displayed throughout the center (like a gallery) for all to share and enjoying looking at.

The Family Monthly project is to develop:



- **Support child’s experience to support the curriculum at the school**
- **Home Learning habits** (homework/ home learning)
- **Following directions and being creative**
- **Family involvement and Participation** (special time with your child & learning about how your child develops)
- **Community Partnerships** (donations of materials)
- **Child feels connection between Home and School.**
- **And most of all: Fun & Learning Family Time.**

Materials: There will be a list of sponsoring agencies that will give you materials to create your project or you can get materials from the recyclable cart! There are always plenty of materials prepared for your use. Or you can recruit your own materials from local businesses, work colleagues and friends. Remember that all materials collected is counted as In-kind, remember to write down all the materials and their value, ***it is tax deductible and counts towards our mandated federal match!***

Head Start/ Early Head Start programs: ***You are not to purchase any materials!*** We are asking you to recruit, ask for donations and help to collect these materials. When using the recyclable cart, please make a list and write the value on the items that you are using (this may be used for in-kind).

Project Time: As you build this wonderful learning project with your child, you are representing yourself as a “teacher”, your time during this project is counted as In-kind, please document the start time and end time with date to be able to allocate the proper amount of volunteer time to claim. This will be used as in-kind and valued at the rate of a teacher’s assistant.

Activities: Each month there is a special theme; remember to make the project Child (age-developmentally) appropriate. This project is for your child to be involved. It is great to see the scribble and scrabble...the torn sheets of paper and the tower of toilet rolls! You can add pictures of your child doing the project with mom, dad or with all the family including grandparents, aunts and uncles. Enjoy this activity and when you finish; your project will be displayed in the school in our Family- child museum of projects! Walk around and share with your child the different projects created from different homes and different point of views and how each one is special and beautiful!



Month	Theme
July	Painting on Texture
August	Meet me!
September	Hispanic Heritage 3D
October	Fire Safety
November	3-D Thanksgiving center pieces and decorations
December	Holidays around the world
January	My Family book
February	I have a dream
March	The supermen of my life (male involvement)
April	Cycle of Life Project
May	Teacher Appreciation project: My Teachers are Special Because.....

FAMILY LITERACY



“Literacy is at the root of a person's ability to succeed, and the family is at the heart,” The National Center for Family Literacy reminds us. Partnerships among family, home and community are the foundations for success. Family literacy services provide a holistic, fully integrated, family –focused approach toward improving literacy skills.

Early literacy: Reading books with your child should be fun—not a task. Reading daily is best but sometimes this is not possible; so target 3-4 days a week. Make reading with our child a priority by having specific time for reading such as bedtime or before or after nap. Allow your child to choose the book. Children who are interested, engaged and learning will choose the same book over and over. Keep reading that book. It's a sign of success!

Project: “Family Story Time”



Paradise is committed to Promoting Literacy and Reading at Home

We believe family that learns together excels together—This project is to promote literacy and reading at home. Paradise population is 99% below poverty level, where books are not a priority. We will provide books and reading materials for children to create a home library and promote literacy at home. We will assist families through workshops on how to read with their children and promote literacy.

- We will encourage and educate families about their important role in raising a reader
- We will support the families in obtaining reading materials for their children.
- We will promote reading days at the center to encourage participation
- We will have book fairs and book clubs to encourage and motivate reading and literacy.
- We will encourage and assist in developing a home library for each family to be able to read with their children.

What is family literacy?



“The roots of family literacy as an educational method come from a belief that “the parent is the child's first teacher” (from www.familif.org). Adults with education usually are productive citizens and their children are more likely to succeed in school.

The importance of family literacy programs:

- Improve reading scores when parents are involved in their child's learning.
- Support the family, home, and community as the main ingredients of a child's education.
- Nourish the bond between parent and child, building a strong family.
- Improve society socially, emotionally, and economically.
- Ensure the cycle of learning and progress passing from generation to generation.

Activities:

- Go to the public library and apply for a library card.
- Talk about books you and your child can read together.
- Match shapes or colors.
- Ask Children to find letters in their names by looking at street and building signs.
- Write your own stories and illustrate them.

Other suggestions to promote language development and literacy skills in children of all ages:

- Read every day if possible.
- A few minutes is okay. Don't worry if you don't finish the book. Young children have short attention spans that grow longer with age and practice.
- Talk or sing about the pictures. You don't have to read the words to “read” the book.
- Show the cover of the book and explain what the book is about. Then show the words by running your finger along left to right if you are reading with words.
- Have fun with the book.
- Let your child turn or help turn the pages.
- Make it personal by relating the pictures or story to your own family, pets or family events.
- Create different voices for the characters or animals in the story.
- Let your child tell the story. It doesn't have to be perfect or detailed....just the main ideas. Getting the details or sequence of events will come: that's why reading the same book many times is so beneficial.
- Ask questions and let your child ask questions. That will add give meaning and understanding to the story.
- Laugh and be silly. Mimicking what is happening makes reading and sharing books memorable.

FAMILY PARTNERSHIP AGREEMENTS

The key to the Family Partnership approach is its level of actively involving families and the community in all aspects of the program. The **partnering process** with families begins at intake and continues throughout their participation in the program. Families are offered the opportunity to do a Family Partnership Agreement with Paradise staff. The Agreement looks at **family strengths, supports, needs and resources**, and contains goals initiated by families that will help improve their lives and achieve greater self-sufficiency. Staff **advocate** within the community for families, and provide them with the tools to effectively advocate for themselves. Staff also works individually with each family to improve its conditions and **quality of life**, by linking families with community services & resources and providing **emergency assistance and crisis intervention**.

National Standards for Family-School Partnerships



The program also partners with families to:

- Be their **child's first teacher**.
- **Volunteer and observe** in the classroom or in any aspect of the program.
- Become **employed** (with Head Start/ Early Head Start)
- Receive **training** in family education activities and programs, which are planned with family input, and financial support for **continued education**.
- **Achieve skills** in decision-making, group process, and leadership through participation in the **governance** of the program.
- Join Family Committees and Policy Committees, where they have a voice in the program's administrative decisions.

Families also learn the information and knowledge they need to make a smooth **transition** upon leaving the program and to be their children's advocate in school and other settings. Children may visit kindergarten classrooms and families learn about their rights and responsibilities. Every program develops & implements a plan to transition children to and from the program.

The importance of **family literacy** is stressed throughout the program. In the classroom, children are in print-rich environments and encouraged in their language & literacy skills development. Families are urged to improve their literacy skills, obtain adult basic education, and make their homes a place where reading is part of everyday life. Family literacy services are provided in collaboration with numerous other state & community agencies.

The program encourages **father & male involvement** in the children's lives and in the program. Paradise explores ways fathers can be involved in their children's lives and encourage full participation.



A part of this collaboration is to ensure that families receive all possible support and to tackle **poverty issues** through its family & community partnerships, including substance abuse, violence, HIV, homelessness, single-family households, inadequate child care, unemployment, and numerous other stressors that challenge families' resources.

The program **partners with community agencies & organizations** in the course of implementing the services. Some examples of the community partnerships Paradise is involved in are:

- Community colleges and family education programs
- City of Hialeah Parks and Recreation
- Job training programs
- Local employers, for employment opportunities for families
- Adult Education, Graduate Equivalency Diploma (GED) programs, and English as a Second Language (ESL) programs
- Literacy programs, Mental health agencies
- Health providers and resources such as FIU Neighborhood Help.
- Area/local offices of State departments, such as the Department of Children & Family Services,
- Child Care Resource & Referral agencies, School District At Risk programs (TA

GOVERNANCE: FAMILY/POLICY COMMITTEE BOARD MEETING



Where do we meet? 6184 West 21 Court, Hialeah, Florida 33016: Phone: 305-828-7477

When do we meet? The Parent Committee meets from 9:00-9:30am, and the Policy Committee meets at 9:30am. These meetings will take place on a monthly basis and will be on the school calendar. There may be more meetings upon need and demand from the board and/or Paradise Management team.

Is there child care: Meetings are held during school hours; therefore we do not have additional care for siblings not enrolled in the program.

What are my responsibilities? As a board member, you are the voice for the families and the school to improve the quality of care for all of our children. You are legally and financially responsible, you make a difference! You will create an agenda and have a plan of action to make a wonderful planned school year. Each position will have a description of their responsibilities.



- **Meetings** are held according to **Robert's Rule of Order**.
- The following are some items that are in the meetings:
 - Date/Time/ Location, Greeting
 - Previous minutes read/ approved
 - Agenda and motions
 - *Some items include: Staff approvals and financial reports*

How long is my term? A term is a minimum of one year; re-election is conducted annually and cannot hold office for longer than 3 consecutive years.

Positions: President, Vice-President, Secretary, Assistant Secretary, and Additional Officers

What are some items that the Family Committee might be doing?

You will make recommendations for activities, workshops, holiday celebrations, concerns, and help plan events and activities for an amazing school year.

What are some items that the Policy Committee might be doing?

You will decide on fundraising, policy changes, staffing approval, financial reports, suggested activities and field trips, menu suggestions, program decisions, building improvement, yearbook design, marketing, recruitment, education opportunities, workshop suggestions, special activities, holiday celebrations, and lots of other wonderful decisions that will impact the entire school.



“Let us know what you think! Your opinion is valuable!

You do make a difference in the lives of children by being actively involved in their school and in their daily lives. You have a Voice in planning for Program Improvement!”

Learning Experiences

Learning Environment

Paradise prides itself upon providing a rich learning environment that consists of developmental areas involved in stimulating the needs of each child. These "Learning Areas" may appear to be simply organized play areas. However, it is by utilizing these areas that we are able to properly enrich the growth and development of each child in an individualized challenging manner for every learning domain.

{ **Why is play important?... "PLAYING IS LEARNING"** }

LEARNING AREAS

Learning areas are defined areas in a classroom where the children are encouraged to explore and manipulate materials independently. Working with water, sand, gravel, flour, paint and other messy materials provides children with opportunities to experience all kinds of measuring, pouring, basic physics and chemistry activities, self-expression and make-believe play. Through this adventurous educational exploration their clothes will get "messy". In this process, the teacher serves as a facilitator to guide positive development and learning experiences.

Children of all ages love to play. Whether your child is a five-month-old or a five-year-old, play is the best tool for fostering learning. As your child plays, he or she is building a foundation for academic skills; learning to get along with others; and developing pride in his/her accomplishments.

At different ages, a child's play style and interest grows and changes. As a family, there are many ways to facilitate that growth. If you have an infant or toddler, laughing, singing, and cooing to your little one offers early social play and language experiences. Also, exploring a variety of toys or household objects like pots and large wooden spoons will stimulate eye-hand coordination, motor skills, and intellectual growth. Your involvement enriches his/her play and communicates that play is important.



Getting Messy!

Dr. Eileen Fluney 2000

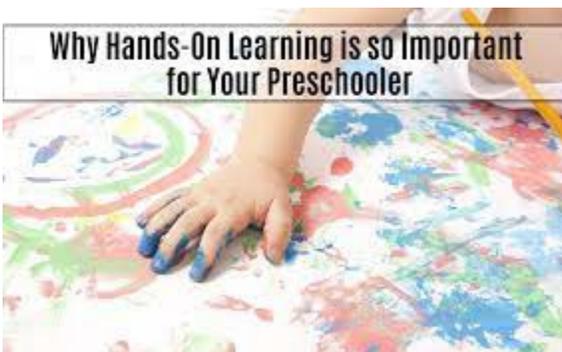
Here you see me such a mess....
I seem to give you lots of stress!!!
If you only knew ...
How much I need you!!!!
To understand that through
My mess I learn.....
Then I'll take a turn,
To be nice and neat,
That will be my defeat!

P.S. Then I will find something else to give you lots of stress!!!!

Or maybe make another kind of mess??????

PLAY AND LEARN

Play gives your child a chance to explore new ideas, seeing him/her as successful and developing a positive attitude towards participating in new experiences. Learning is initiated in early childhood **through play!** Play with your child and enjoy this special time together.



- ✓ **We see when we look,**
- ✓ **We hear when we listen,**
- ✓ **We feel when we touch,**
- ✓ **We express when we speak,**
- ✓ **And we learn when we play.**

Chinese Proverb: **You teach me and I will learn.....**

You show me and I will understand

BUILDING WITH BLOCKS



When building with blocks, your child is solving problems in creative and imaginative ways. Whether building the tallest tower in the world or a miniature network of cities, your child is learning about weight, balance, space and dimension. He/she is also developing valuable language and social skills as he/she communicates ideas and cooperates with friends.

At home – find room to play and provide shelves so blocks can be stored safely. Listen to your child and describe what he/she is building. Help find appropriate props to enhance the play such as paper/crayons to make signs and scenery; in addition, dress-up clothes to complement what your child is building.

DRAMATIC PLAY



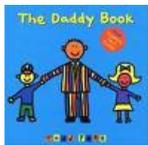
“Let’s play house” is a familiar sound at home and in a pre-school setting. Through dramatic play your child expands his/her imagination creates his/her own world, and safely acts out fears and life experiences. Your child may decide to give a party or act out waking up from a nap because of a thunderstorm. Whatever the situation, your child is experimenting with new roles.

At home – If you have space, set up a small house corner in your child’s bedroom or store play props in easy to reach boxes. Provide dress-up

clothes, dolls, household props such as silverware and dishes, a play telephone, etc. Ask questions to stimulate play, such as: “Are you having guests over for lunch today? How is your baby feeling this afternoon?” Your enjoyment of make believe enhances your child’s dramatic play experience.



ENJOY BOOKS



The cozy area is a place where children can go to relax, think, get lost in a book, or share a story. Through books, children learn that language is useful and powerful. They can find new information; deal with important feelings and changes in their lives, as they let their imagination run free.

At home – visit the library together and pick out some favorite books. Your child might enjoy time to browse by him/herself. Then later at home you can share a story or two. If possible, provide low shelves for storage and a comfortable pillow to lean on.

SAND AND WATER PLAY (Fluid Play)

As your child uses sand to measure and fill plastic bottles or places a toy boat and items in water to see if they float, he/she is learning basic concepts related to science and math. Sand, water, or other fluid textures offer children play that engages their senses and challenges their critical thinking skills.

At home – enjoy water play with your child using the sink or the bathtub, maintaining constant supervision. Just make sure you keep a large towel around the area! Or, try filling a homemade sandbox with rice or dried beans. Gather some of the props mentioned and you’re all set to explore.

ART



Whether it’s dropping a glob of red paint into a glob of yellow paint or sculpting Play Doh into just the right shape, your child is experiencing the pleasure and satisfaction of creating something entirely personal. With art, your child feels free to experiment and discover.

Because preschoolers aren’t always able to translate what they feel into words, art takes on even more importance. Art experiences enable your child to express his/her thoughts and expand his/her creative powers through color, shapes, textures and design.

At home – Encourage your child by providing materials such as Play Doh, plastic utensils/cookie cutters, paint, paper, brushes, a smock, fat pencils and crayons, markers, safety scissors, scraps of paper and materials, and paste. Choose an easily accessible storage place and decide on an easy clean up method. Pick a place to display your child’s work.

TEACHABLE MOMENTS

Take advantage of the world around you to “teach”. Some “teachable moments”: When you see a rainbow, a full moon, thunder, a cat, street lights, reading a picture menu, meeting community helpers, looking at a construction site, watching the trash being picked up....**endless opportunities to learn!**



Curriculum

As we enrich our program with multitude of resources including High Reach Learning, Creative Curriculum along with many others, we teach based on the High Scope Approach.

High Scope Approach www.highscope.org

What is the High/Scope Curriculum?

High/Scope's educational approach emphasizes "active participatory learning." Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of High/Scope programs. They construct their own knowledge through interactions with the world and the people around them. Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children's thinking with diverse materials and nurturing interactions.

What are High/Scope's goals for young children?

High/Scope is a comprehensive educational approach that strives to help children develop in all areas. Our goals for young children are:

- 1 To learn through active involvement with people, materials, events, and ideas
- 2 To become independent, responsible, and confident — ready for school and ready for life
- 3 To learn to plan many of their own activities, carry them out, and talk with others about what they have done and what they have learned
- To gain knowledge and skills in important academic, social, and physical areas

High/Scope provides children with carefully planned experiences in reading, mathematics, and science. For example, the High/Scope Early Childhood Reading Institute ensures that early learning and staff development in the area of literacy are compatible with the latest findings from research and practice. Our key developmental indicators in mathematics and our Preschool COR assessment items are aligned with the early childhood standards of the National Council for Teachers of Mathematics.

Social development is another important learning area in High/Scope programs. Studies continually demonstrate that children in High/Scope classrooms show high levels of initiative. Teachers further support social development by helping children learn how to resolve interpersonal conflicts. The National Institute for Child Health and Human Development stresses that all these areas of academic and socio-emotional growth are essential for school readine^{ess}



What happens each day in a High/Scope classroom?



High/Scope classrooms follow a predictable sequence of events known as the daily routine. This provides a structure within which children can make choices, follow their interests, and develop their abilities in each content area. While each High/Scope program decides on the routine that works best for its setting, schedule, and population, the following segments are always included during the program day

Plan-do-review time. This three-part sequence is unique to the High/Scope approach. It includes a 10–15-minute small-group time 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 45–60-minute work time for carrying out their plans; and another 10–15-minute small-group time for reviewing and recalling with an adult and other children what they've done and learned. In between "do" and "review," children clean up by putting away their materials or storing unfinished projects. Generally, the older the children, the longer and more detailed their planning and review times become. Children are very active and purposeful during "do" time because they are pursuing activities that interest them. They may follow their initial plans, but often, as they become engaged, their plans shift or may even change completely.

Small-group time. During this time a small group of ideally 6–8 children meet with an adult to experiment with materials and solve problems. Although adults choose a small-group activity to emphasize one or more particular content areas, children are free to use the materials in any way they want during this time. The length of small group varies with the age, interests, and attention span of the children. At the end of the period, children help with cleanup.

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

Outside time. Children and adults spend at least 30 minutes outside every day, enjoying vigorous and often noisy play in the fresh air. Without the constraints of four walls, they feel freer to make large movements and experiment with the full range of their voices. Children run, climb, swing, roll, jump, yell, and sing with energy. They experience the wonders of nature, including collecting, gardening, and examining wildlife. During extreme weather or other unsafe conditions, teachers find an alternative indoor location for large-motor activity.

Transition times. Transitions are the minutes between other blocks of the day, as well as arrival and departure times. Our goal is to make transitions pass smoothly since they set the stage for the next segment in the day's schedule. They also provide meaningful learning opportunities themselves. Whenever possible, we give children choices about how to make the transition. For example, they may choose how to move across the floor on their way to small-group time. With consistent daily routine children know what is going to take place next, and it is not unusual for them to announce the next activity and initiate the transition.



Eating and resting times. Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. Rest is for quiet, solitary activities. Since both activities happen at home as well as school, we try to respect family customs at these times as much as possible. Our main goal is to create a shared and secure sense of community within the program.

Creative Curriculum is one of our Infant/Toddler Program curriculum

The Creative Curriculum® for Infants, Toddlers & Twos translates research and theory from the field of early childhood education into a practical, easy-to-understand approach to working with children and their families. It is a comprehensive curriculum with a clear organizational structure and a particular focus on routines and experiences.



The structure of *The Creative Curriculum® for Infants, Toddlers & Twos* includes the following sections:

- Theory and Research
- Knowing Infants, Toddlers & Twos
- Creating a Responsive Environment
- What Children Are Learning
- Caring and Teaching
- Partnering With Families
- Routines and Experiences

Houghton Mifflin Pre-K is used as a curriculum resource



Houghton Mifflin PRE-K is a hands-on, minds-on curriculum that is based on scientific research. Aligned with key Pre-K learning goals, it provides children with the foundational skills they need to succeed as lifelong learners.

- A comprehensive, integrated curriculum.
- Flexible materials fit your classroom.
- Age-appropriate resources benefit all Pre-K learners.

Scholastic Big Day Pre-K is used as a curriculum resource



Scholastic Big Day for PreK is organized into eight engaging and child-friendly themes. As the year progresses, the themes in this early-learning program broaden, and children begin to understand more about the world around them.

Learn Every Day Pre-K is used as a curriculum resource



Learn Every Day®: The Preschool Curriculum, 2nd Ed. is a research-based, year-round program that incorporates play into children's daily learning routines to enhance their growth and development. This comprehensive, research-based curriculum works with half-day and full-day programs. The 36 weekly thematic units, which differentiate instruction for three- and four-year olds, include multi-sensory activities. In addition to encouraging family engagement, the curriculum supports dual language learners and incorporates special needs adaptations.

SEEDS of Learning used as a curriculum enhancement.



SEEDS of Learning is an evidence based professional development program that prepares educators and parents to help children develop the social, emotional, language and literacy skills they need to be ready for kindergarten. We know that meaningful relationships with adults are inherently linked to a child's social and emotional development. This program provides teachers and families with strategies to provide those meaningful interactions and help young children develop these important skills.

SEEDS of Learning Focus

SEEDS is an acronym for the five tenets of the program, which give children the quality interactions they need from teachers to be confident and capable learners.

Sensitivity: Nurturing a safe and trusting adult-child relationship by maintaining awareness of children's actions, abilities, thoughts and feelings, and responding appropriately to meet their emotional, physical, and academic needs.

Encouragement: Providing support that inspires confidence, courage and the will to continue learning, so that children believe they are capable and lovable, and that the adult respects them and their abilities.

Education: Giving explicit and embedded education to key predictive skills in the "Big 5" early literacy area: vocabulary and meaning, alphabetic knowledge, book and print rules, phonological awareness and memory, and conversation, comprehension and oral language.

Development through Doing: Helping children explore their world through a multi-sensory approach and hands-on learning. Actively engaged children are more likely to enjoy learning and continue on the road toward language and literacy.

Self-Image Support: Using high quality interactions that support children to feel respected and capable.

Experience the Music used as a curriculum enhancement.



Experience the Music is a literacy-based curriculum using music activities that engage children in singing, focused listening, movement and the playing of rhythm instruments. Experience the Music is an easily understood approach to child wellness that lends itself with ease to preschool teachers, providing opportunities for optimal brain development in the early stages of a child's life. This researched based innovative musical offering is a literacy-based music curriculum for all children birth through six years of age. The program incorporates exciting music activities that engage children in singing, focused listening, movement and the playing of rhythm instruments. Through Experience the Music, music becomes a regular part of a child's life. Children can be tested at the beginning and end of the program to determine the growth in their motor, thinking, language, and emotional-social and Self-help skills

Other curriculum resources

We use a variety of curriculum and resources to meet the individual learning needs and styles of the children. For example: Social Emotional Development we follow the Pyramid Model and DECA as well as Conscious Discipline.



Preschool STEAM, creates experiences that encourage children to be curious, to be innovators and to learn through hands on play.

Teaching Tolerance

For all our differences, we share one world. To be tolerant is to welcome the differences and delight in the sharing.



“What you teach us early on will end up lasting all lifelong”

Peace Education Foundation philosophy:

 Our mission is to educate children and adults in the dynamics of conflict and promote skills of peacemaking in our homes, schools, our community, the nation, and the world. 

Peace Education Foundation Mission: Peace-making skills for Little Kids www.Peaceeducation.com

“We believe that peace education, within a framework of traditional values such as justice, honesty and responsibility encourage the emotional, intellectual, ethical and social growth of children. We believe that conflict is a natural, unavoidable phenomenon that can be a constructive

opportunity for positive change and empowerment. We believe in teaching children the skills they need to find creative and constructive ways to settle conflicts before they escalate into violence. We believe that children learn best in a caring environment where their self-esteem is nurtured as they are challenged to become responsible decision makers.” We ask that families help us enrich our program, each class with their child's ethnicity, birthplace, language and culture. Please donate items that our children can identify themselves with. We can learn and grow from each other.

Help us enrich our learning environment.

Learning: Play Stages

Stages of play is a theory and classification of children's participation in play developed by Mildred Parten in 1932. Parten observed American preschool age (ages 2 to 5) children at free play.

1-2 years old	Solitary Play All Mine!!	Solitary He plays alone. There is limited interaction with other children
2-3 years old	Parallel Play	Spectator Observe other children playing around him but will not play with them. Parallel Play alongside others but will not play together with them.
3-4 years old	Associate Play	Associate Starts to interact with others in their play and there may be fleeting co-operation between in play. Develops friendships and the preferences for playing with some but not all other children. Play is normally in mixed sex groups
4-5 years old	Cooperative	Co-operative Plays together with shared aims of play with others. Play may be quite difficult and he's supportive of other children in his play. As he reaches primary school age, play is normally in single sex groups.

Attention spans

Attention span is the amount of time that a person can concentrate on a task without becoming distracted.

Approximately age in relation to attention span time

1-2 years old	2 minutes
2-3 years old	5-6 minutes
3-4 years old	8-10 minutes
4-5 years old	12-18 minutes

If I Had My Child to Raise Over Again

By Diane Loomans

If I had my child to raise all over again,
 I'd build self esteem first, and the house later.
 I'd finger-paint more, and point the finger less.
 I would do less correcting and more connecting.
 I'd take my eyes off my watch, and watch with my eyes.
 I would care to know less and know to care more.
 I'd take more hikes and fly more kites.
 I'd stop playing serious, and seriously play.
 I would run through more fields and gaze at more stars
 I'd do more hugging and less tugging.
 I would be firm less often, and affirm much more.
 I'd teach less about the love of power,
And more about the power of love

Field Trips (Outside Learning areas)

Why take preschoolers on field trips?



Young children know the world by:

What their eyes have seen

What their ears have heard

What their hands have touched

What their noses have sniffed

A child's world is very personal. All mothers and fathers are like his mother and father -- until his senses give him new evidence. All children are like his brothers and sisters and playmates. All houses are like his house and his friends' houses. "Food" is whatever he likes best to eat. A child's small personal world grows as he grows and develops; bit by bit, it's more people, more places, more experiences.

Taking a field trip with young children can provide wonderful learning opportunities to enrich and extend our curriculum. We will also have "Family Events" that we will meet and enjoy a group learning experiences shared among the children and families.

Safety is always a priority, we will:

- Obtain a written consent from each child participating (permission form)
- Maintain appropriate staff to children ratios at all times
- Wear uniforms to be able to identify our group easily. In order to participate on outings, children must wear school uniform: school T-shirts/polo and navy blue pants/shorts and closed shoes.
- Children must leave from the school and arrive to the school by bus. Families cannot drop off children at a fieldtrip site or take the children on their own. We must maintain accountability of all our children.
- Take a first aid kit with us along with the special needs list.
- Plan for safe and nutritious food
- Maintain basic hygiene during the outings practicing hand washing prior to eating & carry hand sanitizers.
- Bus must have seatbelts and meet all safety standards
- We will have a roster to check upon entering the bus and leaving the bus and perform a bus sweep to assure no child is left behind.

Field Trip Chaperones

Chaperones are expected to take an active role in assisting the teacher rather than being silent observers. Chaperone's should focus primarily on the children assigned to them rather than on other children and adults should assist the children in understanding what they are seeing, maneuvering across the streets and in restaurants.

- Families are welcome to participate as Chaperones as needed for the fieldtrip. (must be preapproved by the program director)
- Families are welcome to accompany the group, and having additional adults around will certainly make the logistics of travel easier for all participants, however, families are not to be counted as substitutes for trained Early Childhood staff.
- Must pre-register as a volunteer in the office prior to becoming a chaperone and comply with the volunteer policy.
- Chaperones are expected to comply with all school policies and follow the directions given by the coordinating teacher.
- Chaperones may not use or possess alcohol or other drugs. May not use tobacco in the presence of, or within the sight of, the children. May not administer any medications, prescription or non-prescription to any of the children.
- Chaperones may not use cell phones for non-emergency or non-trip related purposes.
- Chaperones may not take any child away from the group or take to the bathroom. Chaperones cannot be alone with any child, not even their own.
- It is the responsibility of the teacher to guide children's behavior
- Chaperones cannot transport children.

Families and school need to work hand in hand, very closely to help make a difference in the life of your child.

SPECIAL EVENTS/CELEBRATIONS AND/OR BIRTHDAY RECOGNITIONS



During special events/celebrations and/or Birthday's celebration that families have the opportunity to share food) among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. We cannot accept food made from home or anything that is open! We will provide you with a list of approved items.

Holiday Celebrations

In an effort to affirm each child and family at our center in your choices of cultural holiday celebrations, families are encouraged to share with the classroom your unique rituals and traditions throughout the year. Each of us has something special to share, which makes our styles of celebration unique. Your child and all of the children and staff will grow and benefit from this diversity.

Throughout the year our center will welcome your participation in creating center wide and classroom traditions that truly reflect our diverse community. In the classroom the focus will be on activities, songs, games and projects that reflect the season and its unique qualities. The center will share and discuss the various family traditions, as contributed by children, families and teachers. Please discuss with our staff the style in which you would like to share rituals, customs, foods or costumes with the children. You will be encouraged to bring family photos, special books, cultural foods or other symbols of your traditions. Through these activities children will develop an understanding of various cultural celebrations as well as gain pride in their own family traditions.

Birthday Celebrations



Birthdays are an exciting day for the children at Paradise, we will give your child a birthday sticker, and sing Happy Birthday in the classroom. We do not permit birthday "parties" in the classroom (No visitors). We will share a birthday recognition during snack time and take pictures that will be sent to you.

You may bring the following:

For Head Start it will be 20 children/2 teachers; For Early Head Start it will be 8 children/ 2 teachers.

- **Store bought** cupcakes
- 100% individual juices boxes or pouches
- Paper plates and napkins
- Table covering
- Sealed individual snacks such as animal cookies, gold fish, cheese puffs, plain chips.

Birthdays snacks are done during lunch time and we can only allow one birthday snack in each class each day. Please schedule with the front office at least one month in advance.

Holiday Celebrations: Cultures & Traditions



In an effort to affirm each child and family at our center in your choices of cultural holiday celebrations, families are encouraged to share with the classroom your unique rituals and traditions throughout the year. Each of us has something special to share, which makes our styles of celebration unique. Your child and all of the children and staff will grow and benefit from this diversity.

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In each class the children will have a flag, map or an item reflecting their culture.

NAP/REST TIME



During Naptime, we set the environment with low lighting and soft classical music. During this time children are encouraged to rest. Nap time is approximately 1.5 hours and is after lunch time. Children wash their hands, brush their teeth and use the restroom prior to napping.

Families are requested not to pick up their children during naptime; since it disrupts the other children and has a negative effect on the child.

We do not obligate children to nap; we encourage them to nap or rest. If child is not napping, we will provide quite activities during this time.



Infants need to lie down on their backs to prevent SIDS (Sudden Infant Death Syndrome). Look at the safety section for complete information on Sudden Infant Death Syndrome.

Infants are changed, cleaned and assure they have nothing in their mouth (food) prior to laying down. There are no toys, stuffed animals or anything in the crib to maintain the baby safe.

Nap Time Supplies



We provide all the supplies for naptime. WE have purchased for each child's use from www.urbaninfant.com the bedding for their cots. We will wash and disinfect all laundry at the center. Each cycle has their own laundry room to wash separately by cycles.

How are cots set up?

Cots are separated a minimum of 18 inches apart and not facing in the same direction, it will be head to foot, lined up so children will not be face to face.



Naptime volunteers:

We need naptime volunteers to come and help the teachers to file, decorate, read stories, sanitize toys and assist during naptime. (Must follow proper policies and procedures for being a volunteer). If you are interested please make an appointment with HR: associatedirector@paradisecristianschool.com . The hours needed are Monday-Friday from 12:30-2:30pm. We ask that all volunteers pass a FDLE Level 2 background check.

TOILET LEARNING: A Learning Process

Brochure Available: Toilet Training Guidelines for Parents



When it's time to potty learn, make an appointment with the Education Coordinator and/or Family Worker and the procedures will be explained. As each child is different, each plan will vary to allow individual differences.

Research indicates that young children cannot successfully learn how to use the toilet until they are physically, mentally and emotionally ready. Most pediatricians say that children under 24 months of age are not physically capable of regulating bladder and bowel muscles. Thus, toilet learning is most successful when it is started between two and three years of age. We believe that the most positive toilet learning will occur only after children show signs of physical control (or awareness) of their bodily functions and when they demonstrate an interest or curiosity in the process.

Readiness Guidelines: Ways to tell your child is ready to toilet learn:

From the time your child is about 2 (though it may be nearer to 3 for some), you should watch for signs of readiness for training. If numerous signs are clearly present, and the child is basically past the negative "no-to-every-request" stage, he or she is probably ready. We will provide 2 readiness checklists: one for the family and the other for the teacher; if child checks off that they are ready, then the Education Coordinator and/or Family Worker will make an appointment with family to discuss if child is ready to begin toilet learning. We will follow up weekly at our weekly Education staff meetings.

You'll know your child is ready when he or she:

- Is aware of the "need to go", and shows it by facial expression or by telling you.
- Can express and understand one-word statements, including such words as "wet", "dry", "potty", and "go".
- Demonstrates imitative behavior.
- Dislikes wet or dirty diapers.
- Is able to stay dry for at least two hours or wakes up dry after a nap.
- Is able to pull elastic waist pants up and down.
- Tells you he or she is about to go. (Praise such statements to set the stage for a child who wishes to please you by learning to use the toilet or potty.)
- Asks to use the toilet or potty.



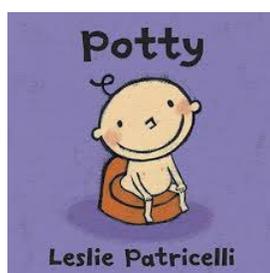
Supplies needed to being potty learning

- 12 potty padded training under pants
- 6 pants and 6 shirts for the "accidents"
- 6 pairs of skid free socks
- Diaper wipes to assist with cleaning
- Pull ups or Diapers for naptime and car ride
- Soiled clothing will be sent home daily to wash and return the next day in a paper bag with child's name on it.

Bathroom Words that will be used

We all need to use the same bathroom words during the potty learning process. These words need to be used at school and at home to help the child to understand.

- Urine will be Pee
- Bowl movement will be Poop



How will you be informed of child’s progress.

You will continue to receive daily My day at Paradise, once potty learning begins, then you will receive My Potty day at Paradise: “Potty Learning Experience”. At the end of the day, teachers will take a picture of the form and send it digitally via class dojo to the family.



Child's Name _____ Week of: _____

My Potty day at Paradise: “Potty Learning Experience”

Potty Learning began: Date: _____

Mark an X on the results and Potty Learning Progress.

Note: At the end of each day, take a picture of the Potty Day at Paradise and send digitally to the family and place a D on staff initials that this form was sent digitally. D=Digital sent R: Recognition

Monday “My Potty Day at Paradise”							
Time		Results-X			Potty Learning Progress-X		Staff initials
Attempted Time frame	Actual Time	Attempted	Pee	Poop	Made it to the toilet	Had to change clothing Soiled clothes sent home	D=Digitally Sent
7:00 am							
8:00							
9:00							
10:00							
11:00							
12:00pm							
1:00							
2:00							
3:00							
4:00							
5:00							
Recognition							

Paradise Toilet Learning Procedures

After Readiness Guidelines have been met; the journey begins...

- Determine the child’s best style of learning and choice of position. Use Games such as:
 - Bubbles for boys: put soap in the toilet and boys can make bubbles.
 - Color Change: put food coloring in the toilet and watch it change color.
 - Share a Book: *Bye, Bye Diapers / Once Upon a Potty.*
- Children must be supervised during toilet learning and shall be praised for their efforts and accomplishments. Success Charts and Stickers are a useful tool to allow the child to visually appreciate their efforts.
- Toilet learning shall not be pressured. Individual development abilities of each child shall be considered.
- Children shall not be punished emotionally or physically for soiling, wetting, or not using the toilet.
- Children should be wearing pull ups during this brief transitional stage of learning for napping and transportation. Pull ups are to be changed in the bathroom. These children will no longer be using the Diaper Changing Table.
- Extra clothes should be abundant during this learning process. Shorts that are easy to remove need to be worn daily to facilitate the development of independence. Soiled clothes will be placed in an individual bag and sent home daily for cleaning.
- Children should be developing a routine to use the toilet. Take children often on a schedule to develop a routine and have the child “sit” on the toilet. Do not expect instant success.
- Let the child get comfortable just “sitting” on the toilet.
- Use child’s name and proper interaction for a positive relationship.
- Daily reports of Potty Learning will be filled out in the same manner as if diapering and sent via class Dojo daily.
- Toilet are to be sanitized between each use.
- After toileting proper Hand Washing Procedures for staff and child will be followed.

Child's Growth and Developmental Steps (Milestones)

These are Developmental milestones, although this is just a guide, each child will develop at their own pace and individual growth.



By 6 months:

- Rolls both ways (front to back, back to front)
- Sits without support
- Responds to own name
- Explores toys with hands and mouth
- Looks for partially hidden objects
- Imitates sounds that you make
- Transfers objects from one hand to the other
- Makes "happy" and "sad" noises

By 12 months:

- Scoots or crawls
- Walks with or without support
- Babbles and says "Mama" and "Dada"
- Responds to simple requests
- Pokes and points with index finger
- Uses thumb and index finger to pick up small items
- Has strong preference for primary caregiver
- Imitates gestures like a wave or a kiss

By 18 months:

- Climbs onto and down from furniture assisted
- Points to pictures in a book with index finger
- Stacks items such as blocks
- Knows three body parts
- Uses several words including "no" and "mine"
- Plays with toys by their function (phone, comb, cups)
- Tries to activate a toy (winding, flipping switch, pushing)
- Does things for attention and looks for a reaction

By 24 months:

- Kicks a ball and can walk on tiptoes
- Begins to run
- Uses simple sentences of 2 or more words
- Follows simple directions (e.g., "hand me your book")
- Sorts items by color, shape or size
- Is learning to share and take turns
- Scribbles and may begin to copy vertical lines and circles
- Recites repeated phrases from well-known books

By 36 months:

- Catches a ball against chest
- Undresses and unties shoes
- Names actions in pictures (e.g., running, crying)
- Answers "what" and "where" questions
- Categorizes by group (trucks, animals, foods)
- Completes 4 to 5 piece puzzles
- When looking at books, can tell the difference between words and pictures
- Starts to make friends

By 4 years:

- Steers a tricycle or pedal car around objects
- Colors within lines and can draw a face
- Knows opposites (hot/cold; big/little)
- Asks "when" "why" and "how" questions
- Uses regular past tense ("ed")
- Correctly counts out 10 items (1-1 correspondence)
- Recognizes name in print
- Pretends by role playing

By 5 years:

- Balances on one foot, skips and jumps forward
- Cuts out shapes with scissors
- Understands 13,000 words
- Answers questions about a story
- Compares amounts using words like "more", "less", "same"
- Plays simple board games
- Acts out plays and stories
- Understands rules

Over 5:

- Hops and gallops in a straight line
- Uses mature (tripod) pencil grasp
- Can wait their turn
- Produces all sounds correctly (by 7)
- Correctly uses past and future tenses
- Listens to stories without pictures
- Identifies start and end sounds in words
- Adds and subtracts simple numbers



Newborn

Infant

Toddler

Preschool

School Age

What Lies Beyond...

By Dr. Eileen Fluney 2000

**Who can say what lies beyond,
The mind of a child.**

**The innocence of all untold,
The thoughts that are so wild.**

**We say we know what they mean,
Yet this fact is far from true.**

**For no one takes the time no more,
To see why they're so blue.**

**They grow up yet so quickly,
But the memories still remain.**

**The thoughts of all, you did and done,
Is what makes them not the same.**

**The feelings and emotions,
You created them from birth.**

**For you have prepared this child,
To be a leader here on earth.**

**So listen carefully, listen wise,
Your child is modeling you.**

**Do you know what lies beyond?
The child that you grew.**

Guiding Children's Behavior (Disciplinary Practices)



At **Paradise Christian School** the following are disciplinary procedures followed by staff, based on general guidelines and principles of positive discipline or positive guidance. Disciplinary policy informed in writing to the families & signed by the custodial parent or legal guardian during the enrollment process (School Application Form). Also, this disciplinary policy is located in our Staff Handbook: Rules & Regulations.

Children are not being subjected to discipline which is severe, humiliating, frightening, or associated with food, rest, or toileting. Spanking or any other form of physical punishment is prohibited by all child care personnel.

GUIDELINES FOR POSITIVE DISCIPLINE IN COMPLIANCE WITH SECTION 402.305 (12) F.S. (section 6)

1. Staff will facilitate the development of self-esteem by expressing respect for, acceptance of, and comfort to the children, regardless of their behavior.
2. Staff will facilitate the child's development of self-control
3. Time out is not a preferred method of discipline, since it is a form of punishment. "Thinking Chairs" or other forms of time out may only be used for a particular child when prescribed by a mental health consultant or special education teacher. A written behavior management program, including the specific time out methods, must be approved by the child's parents, as required. Time out may not be used with children under the age of three.
4. Use of food as reward or punishment is prohibited, including coercion such as "If you want dessert, you have to eat all your food"
5. The focus of guidance should be on the behavior, not on the child. Behaviors are "bad" or "good", not children".

NOTE: Some children with severe emotional impairments, severely atypical behavior, and severe aggression or hyperactivity or severe/profound mental retardation may require behavior management techniques that would not adhere to this policy. In such instances the IEP committee should take into consideration whether the Paradise/Head Start classroom is an appropriate placement for the child. SOURCE: NAEYC, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, Care giving Personnel Training Program Manual, The U.S. Department of Army and Navy, and Creative Associates, Inc.

**When I have
got a problem I
will STOP and
stay calm –
THINK –
before I say or
do something.**



Everyone talks about discipline as if it were somehow a separate entity from the educational process as a whole. You do not control a child, but rather you are a part of the process used to help a child learn how to control himself. If your goal for discipline is to help the child to develop internal control and a sense of social values, discipline should be seen as an ongoing, yearlong project that never ends. Discipline is a vital part of the process of growing up. Discipline is not controlling a child but teaching the child to control himself/herself.

Steps in Resolving Conflicts: (Posted in classroom)

(From High Scope)

We encourage children to develop skills for resolving conflicts by describing the situation to encourage children's evaluation of the problem rather than imposing the solution. Children are encouraged to talk about their feelings and discuss possible solutions in a positive manner without being made to feel that their feelings are inappropriate. Staff uses positive techniques in guiding the children's behavior, which include:

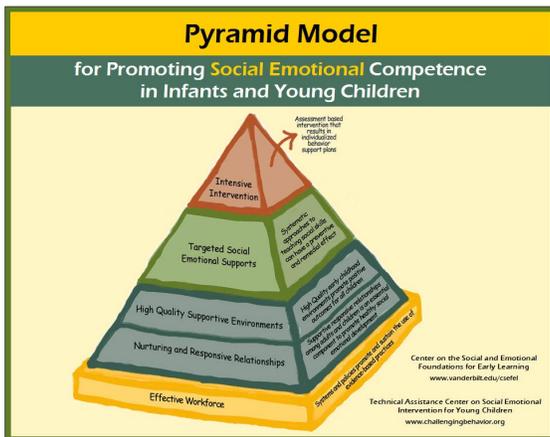
1. Approach calmly, stopping any hurtful actions.
2. Acknowledge children's feelings.
3. Gather information.
4. Restate the problem.
5. Ask for ideas for solutions and choose one together.
6. Be prepared to give follow-up support.



**Think out
your
thoughts!**

Pyramid Model

The **Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children** is a conceptual



framework of evidence-based practices developed by two national, federally-funded research and training centers: The [Center for the Social and Emotional Foundations for Early Learning](#) (CSEFEL) and TACSEI. These centers' faculty represent nationally recognized researchers and program developers in the areas of social skills and challenging behavior. Based on evaluation data over the last eight years, the Pyramid Model has shown to be a sound framework for early care and education systems. Extensive training materials, videos, and print resources to help states, communities and programs implement the model have been developed

Tucker Turtle Technique

http://www.challengingbehavior.org/do/resources/teaching_tools/ttvc_toc.htm

The **"Turtle Technique"** is a technique for helping children with controlling anger.

Model remaining calm

We will teach the child the steps of how to control feelings and calm down.

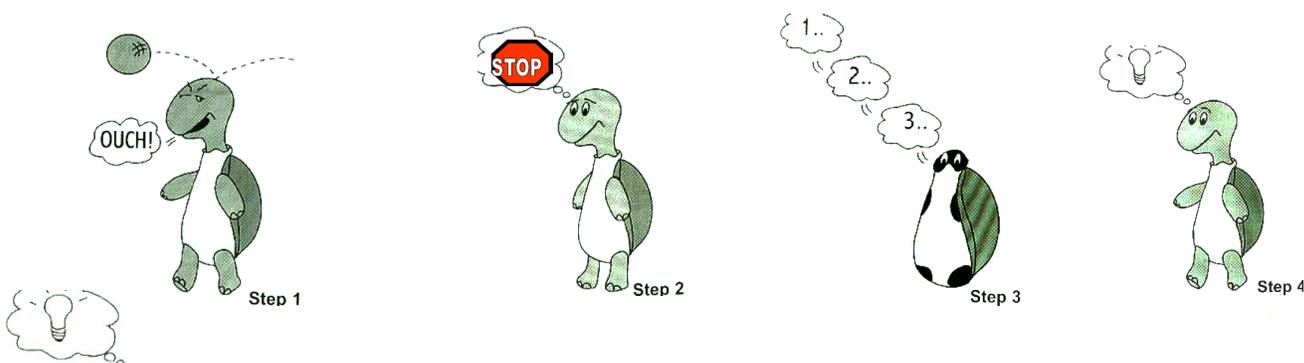
- ▶ Step 1: Recognize your feeling (s)
- ▶ Step 2: Think "stop"
- ▶ Step 3: Go inside your "shell" and take 3 deep breaths
- ▶ Step 4: Come out when calm and think of a "solution"

Practice steps frequently

Prepare for and help the child handle possible disappointments or change

Recognize and comment when the child stays calm

Involve families: to teach the "Turtle Technique"



Help the Child Think of a Possible Solution:

- Get a teacher
- Ask nicely
- Ignore
- Play
- Say, "Please stop."
- Say, "Please."
- Share
- Trade toys/item
- Wait and take turns

BELIEVE**We use Believe techniques to guide the Children's Behavior throughout the day.**

We encourage children to develop self esteem and positive self image. (Affirmation)

Believe in one self, self affirmation

Eliminate problems before they happen

Listen for potential problems and solutions

Ideas shared, Encourage logical consequences

View the child's perspective of themselves

Everyone is special

**SCHOOL RULES**

Care about my friends and my school.

Help each other.

I will pick up all the toys after I play with them.

Love one another.

Do my best at all times.

With my **teachers**,

I will listen.

With my **friends**,

I will play.

With my **school**,

good care I will take.

With **myself**,

I will enjoy every part of every day!

**Class Rules**

Individual Class rules are established with the children as groups in each individual classroom and added to the above school rules.

Positive Affirmation

We believe in positive affirmation...teaching children to believe in themselves. By building their self-esteem and believing in themselves, they will have a foundation that no one can tear down.

I am a loving person

I am a good person

I am competent

I am intelligent

I am a capable human being

I am a deserving human being

I am smart

I am creative

I am talented

I am so proud of me!

Peace Works

In Addition, we enhance our program with the Program of "PeaceWorks. Peace Education Foundation" and the "Peace-making skills for Little Kid"

I care rules

1. We Listen to each other
2. Hands are for helping, not hurting
3. We use I-Care Language
4. We care about each other's feelings
5. We are responsible for what we say and do.

Playground Rules

P Put ball, toys and toys in their place

L Let your teacher know if you get hurt

A Always do "playground safety check" First

Y Your shoe laces need to be tied

G Gates must always be closed

R Ride tricycle safely, do not crash into each other

O Only go down on the slide and wait your turn

U Use toys properly and treat with care

N Nicely play with your friends

D Do wash your hands after play

Common Behavior Problems in Early Childhood

- Hitting
- Sulking
- Biting
- Pinching
- Name calling
- Whining
- Clinging
- Lying
- Stealing



- Being messy
- Peer rivalry
- Inappropriate demanding of attention
- Throwing tantrums
- Saying "NO"
- Asking "why"
- Ignoring adults
- Using inappropriate language

- Refusing to clean-up
- Refusing to follow directions
- Destroying property
- Writing on floors, walls
- Teasing
- Telling/tattling on others
- Being bossy
- Refusing to participate
- Picking nose

**What are you looking at?
You probably did all that too!**

Inappropriate Behavior	Making it Happen: Stage One of Approximated Behavior	Making it Happen: Desired Behavior
Child hits other children.	Child tattles on other children.	Child resolves problems with other children by discussion, without physical aggression.
Child will not follow directions.	Child responds to directions when spoken to directly.	Child responds to directions given to group.
Child makes inappropriate demands for attention.	Child waits a short time for attention.	Child waits for his turn.
Child will not clean up after play.	Child cleans up with adult assistance.	Child clean up own toys after play.

Common Discipline Mistakes Made by Adults

- Demanding that children apologize.
- Giving in to tantrums or whining.
- Trying to bribe or threaten children to get them to behave. (Example: if you behave, I'll take you to Chuck E Cheese!)
- Comparing the misbehavior of one child to the appropriate behavior of another. (Why can't you behave like your bother, or look how he behaves)
- Making threats the adults will not carry out.
- Making promises the adults cannot keep.
- Offering choices where none exist.
- Trying to shame or embarrass the child.
- Failing to reward appropriate behavior.
- Rewarding inappropriate behavior.
- Forcing children to compete for rewards.
- Failing to listen to a child's side of the story.
- Making punishments too harsh.
- Forcing a child to share or cooperate.
- Blaming others for child's behavior
Example: He learned that at school! In our home he never has done this before... (.He will learn a lot of things from TV, School, friends, neighborhood, parties, shopping, radio, and home!) It is important not to place blame rather responsibility to appropriate behavior!
- Calling a child names

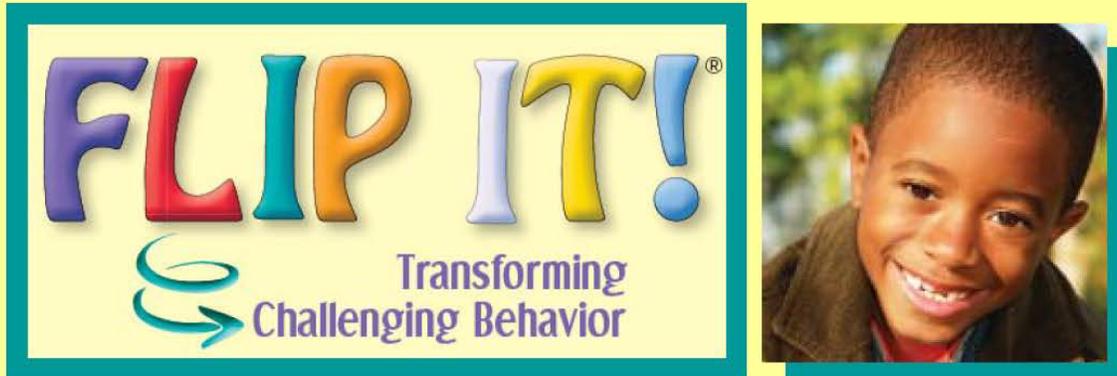
Techniques for Responding to Misbehavior

- An adult can tell a child how the behavior makes the adult feel, i.e. , "When you hit Megan, I feel sad."
- An adult can distract a child from inappropriate behavior, i.e., "Matthew why don't you put down the block and come and see what I found."
- An adult can remove a child from the scene of the misbehavior.
- An adult can verbalize the child's feelings, i.e., "Courtney, you seem to be very angry. What is making you so angry?"
- An adult can ignore the misbehavior, provided the child is not going to cause harm to herself or to others.
- If the behavior involves aggression, an adult can provide another means for the child to release it, i.e., through use of water play, a movement activity, puppetry, artwork, or a workbench.
- An adult can allow the child to experience the consequences of the misbehavior, i.e., "I'm sorry that your toy isn't working anymore, Jason, but you threw it on the floor".



Flip IT

Our staff is trained in using the FLIP IT to transform challenging behavior. We ask that families use this method at home also so there is a behavior (discipline) link between school and home.



Four supportive steps to help young children learn about their feelings, gain self-control, and reduce challenging behavior.



FEELINGS: Gently talk with the child about his feelings. Tell him what you see and hear as a result of his emotions. Help him to identify the root feelings causing the behavior.



LIMITS: Remind the child of the positive limits and expectations you have for his behavior. Loving and simple limits help surround children with a sense of consistency, safety, and trust.



INQUIRIES: Encourage the child to think about solutions to his challenges. Ask questions that promote problem-solving and healthy coping skills. Inquiries invite children to think, learn, and gain self-control.



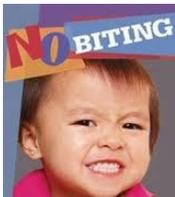
PROMPTS: Provide creative cues, clues, and suggestions for the child who is having difficulty. Enthusiastic, bright ideas can lead the way to better problem-solving skills.

BITING

Bitting is a developmentally common problem that can be frustrating for parents of young children. Bitting is preventable to a degree, but can occur in the most well-prepared early childhood setting. This behavior could be due to various reasons, such as lack of impulse control, lack of sufficient language, and may even be due to the power the child gains from biting. Some children may not have had consistent help in developing self-control. Impulsiveness also has a biological base, both in personality and in the rate of maturation.

The following steps should be taken when a child is biting others:

1. **Try to prevent it from happening.** A successful biter gets someone's total attention, making it very rewarding to the biter. Do what it takes to make sure the biter does not get this reward.
2. **Observe closely.** When and who does the child usually bite? Catch onto the pattern. Shadow the child who is prone to biting as the child goes about his/her business.
3. **Offer alternatives.** Teach the child to use words and to have patience. Strengthen his/her social skills. Make these your priority goals for this child.
4. **Make his/her wait minimal.** Gradually extend the amount of time the child is expected to wait to get what he/she wants.
5. **Enlist other children's help.** When the biter does not bite and instead asks for something, have the other children to clap for him/her, etc. This gives the child attention from his/her peers without biting.
6. **Give the attention to the child who is bitten, not the biter.** Do this in a way so as to not make the child that is bitten feel like a "victim".
7. **The parent(s) of the child that is bitten and the parent(s) of the child that is biting will receive an incident report each time their child is bitten and/or bites.** Confidentiality must be followed, which means children's names cannot be released to anyone other than the parent(s) of child concerning a biting incident. Staff and/or volunteers must not release names when questioned about such incidents.
8. **Parents/Guardians and staff must work together.** Discuss what the child does at school and at home. Staff must keep ongoing documentation of the child's behaviors and share these observations with the parent/guardian on a regular basis. Plan should be followed very consistently for a month. Behaviors should end if parents/guardians and staff follow plan. **If biting does not stop**, a meeting must be held between the parent/guardian and staff to address the behaviors and develop a more thorough behavior plan, which may include referrals to agencies that provide services to our Program, referral to Early Steps or FDLRS and recommendation to change environment to another childcare center, working together to help child achieve while also protecting the other children.



WHY CHILDREN BITE

EXPLORATION - Infants and toddlers learn by touching, smelling, hearing, and tasting. If you give an infant a toy, one of the first places it goes to is the mouth. Tasting or "mouthing" things is something that all children do. Children this age do not always understand the difference between gnawing on a toy and biting someone.

TEETHING - Children begin teething around the ages of 4 to 7 months. Swelling gums can be tender and can cause a great deal of discomfort. Infants sometimes find relief from this discomfort by chewing on something. Sometimes the object they chomp on is a real person! Children this age do not truly understand the difference between chewing on a person or a toy.

CAUSE AND EFFECT - Around the age of 12 months, infants become interested in finding out what happens when they do something. When they bang a spoon on the table, they discover that it makes a loud sound. When they drop a toy from their crib, they discover that it falls. They may also discover that when they bite someone, they get a loud scream of protest!

ATTENTION - Older toddlers may sometimes bite to get attention. When children are in situations where they are not receiving enough positive attention and daily interaction, they often find a way to make others sit up and take notice. Being ignored is not fun. Biting is a quick way to become the center of attention - even if it is negative attention.

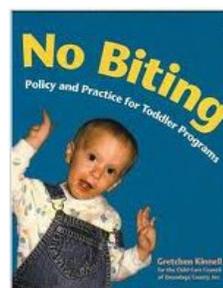
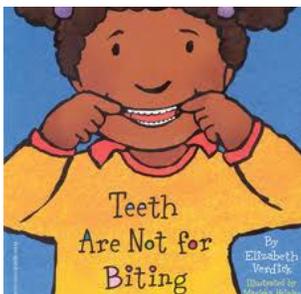
IMITATION - Older toddlers love to imitate others. Watching others and trying to do what they do is a great way to learn things. Sometimes children see others bite and decide to try it out themselves. When an adult bites a child back in punishment, it generally does not stop the biting but teaches the child that biting is okay.

INDEPENDENCE - Toddlers are trying so hard to be independent. "Mine" and "Me do it" are favorite words. Learning to do things independently, making choices, and needing control over a situation are part of growing up. Biting is a powerful way to control others. If you want a toy or want a playmate to leave you alone or move out of your way, it is a quick way to get what you want.

FRUSTRATION - Young children experience a lot of frustration. Growing up is a real struggle. Drinking from a cup is great; yet nursing or sucking from a bottle is also wonderful. Sometimes it would be nice to remain a baby. Toddlers don't have good control over their bodies yet. A loving pat sometimes turns into a push. Toddlers cannot talk well. They have trouble asking for things or requesting help. They haven't learned yet how to play with others. At times, when they can't find words to express their feelings, they resort to hitting, pushing, or biting.

STRESS - A child's world can be stressful, too. A lack of daily routine, interesting things to do, or adult interaction are stressful situations for children. Children also experience stressful events like death, divorce, or a move to a new home. Biting is one way to express feelings and relieve tension.

A FINAL NOTE Biting can be an uncomfortable issue for parents and teachers. Parents of a child who is bitten are often outraged and angry. Parents of the biter may feel embarrassed and frustrated and the teacher tries to deal with both families and teaching the children to resolve their conflicts differently. To help the child, we need to work together as a team.



Biters: Why they do it and what to do about it

Although biting isn't "abnormal" in the sense that one out of ten toddlers and two-year-olds does it, it is a disturbing and potentially harmful behavior that parents and educators must discourage from the very first episode. If a child bites, remain calm and think about what the child experienced just before the incident. Understanding why young children bite can help you deter this aggressive behavior and teach them positive ways to handle their feelings. Young children may bite for different reasons, and not all will respond to the same types of intervention. Identifying the kind of biter you're dealing with will help you develop an appropriate discipline technique.

1. **The experimental biter.** An infant or young child may take an experimental bite out of a mother's breast or a caregiver's shoulder. When this occurs, adults should use prompt, clear signals to communicate that children must not bite people. "No," said sharply, would be an appropriate response.

These experimental biters may simply want to touch, smell and taste other people in order to learn more about their world. Their muscles are developing, and they need to experiment. Provide them with a variety of surfaces to play on and a colorful selection of toys to stimulate children during this stage of exploration.

This type of biter may also be motivated by teething pain. Offer children appropriate things to chew on for relief: frozen bagels, very cold, large carrots, teething biscuits, or a safe teething ring.

2. **The frustrated biter.** Some biters lack the skills to cope with situations such as the desire for an adult's attention or another child's toy. Even though the child may not have intended to harm another person, adults must react with disapproval. First, tend to the victim immediately. Then explain to the biter that biting hurts others and is not allowed -- the caregiver's job is to keep all children safe.

You may help frustrated biters by teaching them appropriate language to show their feelings or get what they need. Give positive reinforcement when children communicate effectively. Also, watch for signs of rising frustration. Spotting potential conflict may help you intercept a potentially harmful incident.

3. **The threatened biter.** Some children, feeling they are endangered, bite in self-defense. They may be overwhelmed by their surroundings, and bite as a means of regaining control. In this case, use the intervention techniques already mentioned, and assure the child that his rights and possessions are safe.

Children may become threatened by situations such as newly separated parents, the death of a grandparent, or a mother returning to the work force. The threatened biter may require additional nurturing, particularly if the danger is along the lines of physical violence at home or in the immediate neighborhood. In any case, the bond between child and caregiver should be as warm and reassuring as possible.

4. **The power biter.** Some children experience a strong need for autonomy and control. As soon as they see the response they get from biting, the behavior is strongly reinforced. Give the biter choices throughout the day and reinforce positive social behavior (like sharing and saying thanks). If the biter gets attention when she is not biting, she will not have to resort to aggressive behavior to feel a sense of personal power.

Never hit or "bite back" a child for biting. This communicates that violence is an appropriate way to handle emotion. The approach should be calm and educational. A child should not experience any reward for biting - not even the "reward" of negative attention.

Parents and caregivers must cooperate to prevent children from biting. If children are permitted to demonstrate such behavior at home, there will be no chance of eliminating it in the center, program, or family child care home. Working as a team, educators and parents may identify possible reasons for a child's biting and respond accordingly. While early childhood professionals may be more familiar with positive discipline techniques, parents are experts on their own children's behavior.

Take the time to look for patterns in the biter's environment and emotional state at each episode. Does the child always bite the same individual? Is the biter simply exhausted, or hungry? Be ready to intervene immediately, but carefully. Teaching children age-appropriate ways to control themselves encourages the development of confidence and self-esteem. We can guide children towards self-control and away from biting. The key is understanding -- for adults and children alike.

A Biting Testimony

by Dr. Eileen Fluney



As Executive Director of Paradise Christian School and having a doctorate degree in Early Childhood. You would think with all that knowledge and experience my children would be the ideal children. **Perfectly behaved, cooperative, well mannered and very educated!**

I hate to disappoint you!

My youngest daughter was born cute as can be. She was a happy baby and very active. As she grew into her toddler years, she was very curious and enjoyed coming to school. **BUT.....**

She began to bite! And Bite! And get bitten! And Bite!

As a mother I felt all the emotions that most mom's go through. **Why** is this happening?

As she bit, I felt embarrassed and ashamed. *I would talk to her and try to deal with this using every theoretical philosophy I knew of and could find (researching intensively).*

When she got bitten, I felt sorry for her that she was hurt. **Why** did this happen? (self-pity)

Was the teacher with them? (Making excuses)

What did that other child do to provoke my child (denial)?

With all my research and classroom observation and analytical theories the conclusion came

She was a toddler & this was a phase! She will stop soon but will **need encouragement** & time.

At this point **I understood** (accepting) about her getting bit and could deal with this,

but her biting, this was driving me nuts! I have to **face all the parents**, and it felt as though I was a TV Repair person that couldn't fix their own TV. **Here I am a specialist, well known, and couldn't get my daughter to stop.**

One day as my mother (**grandma!**) was at the front desk, **the father of the child my daughter bit** came angry to the office. **Screaming his head off!** "I want to know **who that child is** that is biting my child? She is going to tear off her arm? Isn't anyone watching these children, that child must be an **animal! Those parents** must be on all fours eating grass! Do you know if that child has **their rabies shots.** "

Well, I see my mother's face turning **red, really red!** *Imagine this is her granddaughter and daughter this man is insulting.* I bent down next to my mother and whispered softly,

" Mom , PLEASE do not tell him she is my daughter! Please don't tell him"

My mother smiled and realized, I was no longer the Director of Paradise Christian School, **I was a mom!**

I felt and hurt just like all the other moms! Today we laugh at my humiliation. And let parents know you are not alone!

I am glad to inform to you that my child did stop biting and has not bitten again! (at least that I know of..lol)


Dr. Eileen Fluney

**PS The confession continues...now my daughter has twins of her own...a bundle of joy....and guess what.....
Here we go again.....they bite!!! EACH OTHER!!!!!!!**



Individualization/Disability/Special Need



What are the benefits of inclusion?

Inclusion benefits everyone, from children to parents and staff.

Benefits of Inclusion

It's a Win-Win for everyone!

When children are cared for together (whether or not they have special needs) they:

- Experience a sense of belonging and feel part of their community
- Have better self esteem
- Develop a wider variety of friendships with other children
- Have positive expectations about things they can do
- Learn from other children
- Share daily experiences
- Learn that people have different kinds of abilities
- Develop sensitivity and understanding towards others
- Learn to value differences in themselves and in others
- Are encouraged to be resourceful, creative, and cooperative.

When you care for children with special needs you benefit by:

- Developing an understanding of the special needs of all people
- Learning to value and appreciate individual differences
- Growing in your experiences and skills, which benefits all children in your care
- Learning about community resources
- Enhancing and strengthening your program through partnerships with people and agencies in the community
- Demonstrating your belief in equal opportunities and equal rights for all people.

*Children
that learn
together,
learn to live
together*

All families benefit from inclusive child care by:

- Having a choice of high quality child care
- Feeling connected to the community
- Seeing their child form friendships with a variety of children
- Observing their child learn new skills
- Having an opportunity to develop friendships with other parents
- Developing an awareness and understanding of people with disabilities
- Having opportunities to teach their own child about diversity and individual differences.

Communities can work together to support inclusive child care:

- Child care providers and other service providers can come together to learn about existing community resources.
 - Community members can coordinate and advocate for additional training and access to consultation to assist providers in caring for children with special needs.
- Community members, policymakers, and business leaders can work together to increase funds available to support quality, inclusive child care.

Parents and families

- Awareness of disabilities
- All parents are part of community
- Knowledge of typical development
- Availability of other parents for support & information



"We are for difference: For respecting difference, for allowing difference, for encouraging difference, until difference no longer makes a difference."

Johetta B. Cole

SPECIAL NEED

If your child has a special need, please give us any documentation (such as: Evaluations, doctor diagnosis, therapist, progress notes, IEP, Referrals, etc.) for us to provide the best educational opportunity.

OBSERVING / ASSESSING & REFERRALS

Observing:



Staff will observe and assess children on an ongoing basis. During the first month of school, teachers/staff will screen each child. If the screening shows possible problems, your child's teacher and/or someone from the Management team will discuss his/her concerns with you. If you are concerned and you want testing; see your social worker or your child's teacher. You will be asked to sign a consent form.

Keep us informed of all medical history and any family changes that may affect your child such as, divorce, moving, illness, family death, new baby, etc. In the same way we need will keep families informed of daily incidents or any concerns.

Assessing:

There will be various screenings done by the teacher. If a referral is made or there is a concern then we will arrange a parent-teacher conference explaining results and with parental consent for a professional evaluation in the areas of need such as: speech/language, developmental and educational testing, socio-emotional and behavioral, etc. You are encouraged to participate in these evaluations.

HighScope COR Advantage to assess child outcomes

We will be using the COR advantage to drive strong child outcomes. **COR Advantage measures 34 items across these 8 major areas of growth and development, with two additional items specifically designed to support English language learning. And because COR Advantage focuses on development rather than age, it is appropriate for children with special needs.**



COR Advantage®

<p>APPROACHES TO LEARNING</p> <ul style="list-style-type: none"> A. Initiative and planning B. Problem solving with materials C. Reflection <p>SOCIAL AND EMOTIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> D. Emotions E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution 	<p>PHYSICAL DEVELOPMENT AND HEALTH</p> <ul style="list-style-type: none"> I. Gross-motor skills J. Fine-motor skills K. Personal care and healthy behavior <p>LANGUAGE, LITERACY, AND COMMUNICATION</p> <ul style="list-style-type: none"> L. Speaking M. Listening and comprehension N. Phonological awareness O. Alphabetic knowledge P. Reading Q. Book enjoyment and knowledge R. Writing 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis <p>CREATIVE ARTS</p> <ul style="list-style-type: none"> X. Art Y. Music Z. Movement AA. Pretend play 	<p>SCIENCE AND TECHNOLOGY</p> <ul style="list-style-type: none"> BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> FF. Knowledge of self and others GG. Geography HH. History <p>ENGLISH LANGUAGE LEARNING (ELL)</p> <ul style="list-style-type: none"> II. Listening to and understanding English JJ. Speaking English
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P2019
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 Desk Reference

Consents:

No child will be evaluated without the parent's written consent. Parents may refuse services and sign the Denial of Services form. Any denial requires an appointment with the Executive Director and Family Worker. Children's needs should never be declined. The early years are the most crucial of all. We are available to discuss your concerns.

Screenings:

We use a variety of developmental screening such as:

- **Speech Screening:** This speech screening will assess the status of your child's spoken language development. You will need to let the teacher know what your child's first language is so that the screening can be conducted in that language. This screening will take approximately 15 minutes.
- **Social, Emotional and Behavior Screenings:** DECA (Devereux Early Childhood Assessment) This screening will be based on the teacher's observations of your child's social, emotional, behavioral interactions during the daily activities. This will help to measure how your child is developing in the areas of initiative, attachment, self-control and behavior. The same questionnaire will also be given to you so that you can provide information about your child. This observation will be conducted over the 45-day period.
- **Ages & Stages Questionnaires (ASQ-3)** The ASQ will screen for developmental, behavioral, language and motor abilities.
- **Ages & Stages Questionnaires Social-Emotional(ASQ-SE)** The ASQ-SE will address the emotional and social competence of young children.
- **PLS-5 Preschool Language Scale** PLS™-5 Preschool Language Scales Fifth Edition offers a comprehensive developmental language assessment with items that range from pre-verbal, interaction-based skills to emerging language to early literacy.

Next Step:

Any concerns will be explained at a teacher-parent conference, where recommendations will be provided to either have more screenings or refer to different service area.

Discovering that your child may have a special need can be one of life's most significant stressors for parents. But you don't fall apart after learning of a need. With some understanding and patience, you can learn to cope as well as take steps to empower your child to work through their special need.

A few Families responses that demonstrate families are in denial:

- They will Grow out of it!
- They are too young to have a "Label"
- Blame child's struggles to a teacher or spouse
- Accuse child of being lazy
- Fear of family's reaction
- Worry about rejection
- People are going to make fun of them
- Feel guilty
- Makes excuses
- Feel confused
- Refuse to get child help

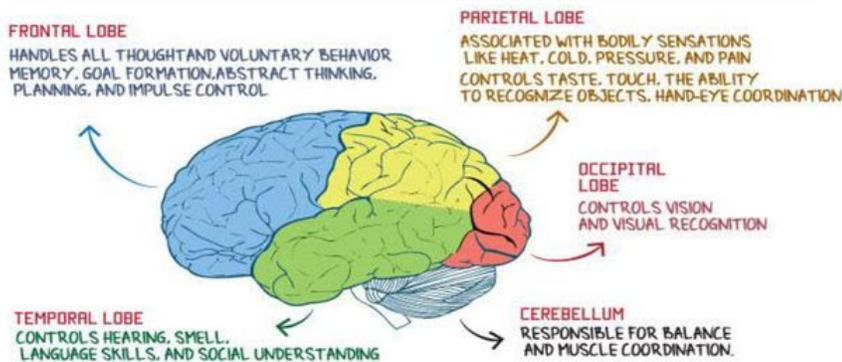
All of these worries and stressors should be less when you put your child FIRST! What is in the BEST INTEREST OF MY CHILD! How can I help my child NOW to succeed.

Why do we “RUSH” to get your child evaluated and get services

We know that a child’s brain development happens before age 5- therefore we want to give your child all the services they need to be able to develop during the most crucial years. We need your support to get the services that your child needs.

Why the RUSH? Because your child deserves the help and assistance to achieve. Early intervention is crucial at this age.

90% OF A CHILD’S BRAIN DEVELOPMENT HAPPENS BEFORE AGE 5



SOURCES:

[HTTP://WWW.URBANCHILDINSTITUTE.ORG/WHY-0-3/BABY-AND-BRAIN](http://www.urbanchildinstitute.org/why-0-3/baby-and-brain)
[HTTP://WWW.BABYCENTER.COM/INSIDE-A-CHILDS-MIND-A-VISUAL-GUIDE](http://www.babycenter.com/inside-a-childs-mind-a-visual-guide)
[HTTP://WWW.CREMEDELACREME.COM/PRESCHOOL_TIPS/YOUR_CHILDS_BRAIN_DEVELOPMENT.HTM](http://www.cremedelacreme.com/preschool_tips/your_childs_brain_development.htm)
[HTTP://BRAININSIGHTS.MYSHOPIFY.COM/BLOGS/NEWS/5291502-IT-HAPPENS-IN-THE-BRAIN-AND-IT-BEGINS-EARLY](http://braininsights.myshopify.com/blogs/news/5291502-it-happens-in-the-brain-and-it-begins-early)
[HTTP://BRAINMIND.COM/BRAINLECTURE7.HTML](http://brainmind.com/brainlecture7.html)

“A newborn enters this world with their brain only 25 percent formed and 90 percent of human brain development occurs in the first five years of life.”



Children's early experiences and relationships in the first five years of life are critical for development. In the early years, your child's main way of learning and developing is through play. Other influences on development include genes, nutrition, physical activity, health and community.

What happens in the first 5 years of life?

In the first five years of life, **your child's brain develops more and faster than at any other time in his life.** Your child's early experiences – his relationships and the things he sees, hears, touches, smells and tastes – stimulate his brain, creating millions of connections.



**We use as our LEA (Local Education Agency)
 Child Find (FDLRS): 305-274-3501
 Florida Diagnostic Learning Resources System
 Division of Special Education of Miami Dade County Public Schools**

Parent states: Why the “Label” or Diagnosis? Will this harm them for life to have a “name”

FINAL DIAGNOSIS PLEASE

Parents are naturally concerned about their child being “labeled”. Some are even so afraid of having a label put on their child that they resist getting a professional evaluation of the child’s difficulties. Other parents are actually relieved when they get a label to put on their puzzling concerns. So, what is in a label and when is it useful?

Appropriate Uses of Labels

Labels are useful when they help us better understand the nature of a child’s difficulties. Giving the problem a generally accepted name can aid in the communication between the professionals as well as with parents. Labels can also help with obtaining funding and other resources. Let’s explore these uses of labels in more detail.

A Label Can help us understand your child’s needs

Every child is unique and no two children fit the exact same profile. Nevertheless, as we assess your child’s difficulties, we might find a pattern that broadly matches that of certain other children. If this leads to a diagnostic label, it will help us know how to better teach your child. Say that you are told your child is on the “autism spectrum”. We now know a great deal about how children on the spectrum learn differently from most other children. Knowing the diagnosis, teachers and therapists can employ teaching strategies that are more likely to be successful than traditional methods. The same is true for other diagnoses. Speech therapy methods that work well with most articulation disorders are likely to miss the mark if the child has apraxia of speech. Knowing the diagnosis will help the therapist use more appropriate methods. We don’t need to waste time on ineffective strategies before figuring out what your child really needs.

A Label helps us communicate about your child’s challenges

A proper label helps the professional team more readily discuss your child’s issues in order to jointly plan interventions. At some point, you are likely to be seeing a new doctor, therapist or teacher. A diagnostic label then gives you a good starting point for discussing your child’s challenges. Once we are able to put a name to your child’s difficulties, we can better communicate with you about the challenges you and your child are facing. We can draw on past experience and general knowledge about the type of concerns you are dealing with. Based on that knowledge, we can discuss challenges and be more proactive in helping your child.

A proper label can also help you search for more insight into your child’s challenges. The internet has become a great resource for gaining such insights. But, without the label you would not have a good starting point for your search. Some years ago, a child entered our preschool with only one word, “mama”, in his vocabulary. He would make different sounds but nothing more that could be articulated. Any attempts to verbalize beyond that one word resulted only in “uh-uh-uh”. The parents believed it was due to a hearing problem. As I worked with the boy, I became increasingly convinced that it was something else. We referred him to be evaluated and he was diagnosed with verbal apraxia. Once the mother knew the diagnosis, she began to do research on the internet, she reached out to parent support groups and ultimately her child received additional services. This would not have happened, if child was not further evaluated.

A Label can help you obtain funding and other resources

Labels are essential for any billing purposes and are therefore important in communicating with physicians.

FDLRS Child Find in coordination with school districts locates children who are potentially eligible for services under the Individual with Disabilities Act (IDEA) and links them with needed services. Child Find services help to promote general public awareness and services available for young children who are at risk of developing disabilities. Service coordination for diagnostic screening, placement, training, and support is also provided. <https://www.fdlrssouth.org/child-find>

The Road Through Child Find

If a parent, health care provider, childcare provider or agency personnel are concerned with the development of a child, they may refer their concerns to a Child Find Specialist at the Florida Diagnostic Resources and Learning System (FDLRS). At Paradise we refer to the child-find program. Once a referral is received, a Child Find Specialist will review any information they have about the child and then contact the family to schedule a screening appointment.

During the screening appointment, the Child Find Specialist will conduct developmental, speech, language, vision, and hearing assessments. These results will be shared with the family. If the results indicate that there is no need for further testing, the Child Find Specialist will assist the family with some techniques and strategies that may help alleviate the initial concern(s).

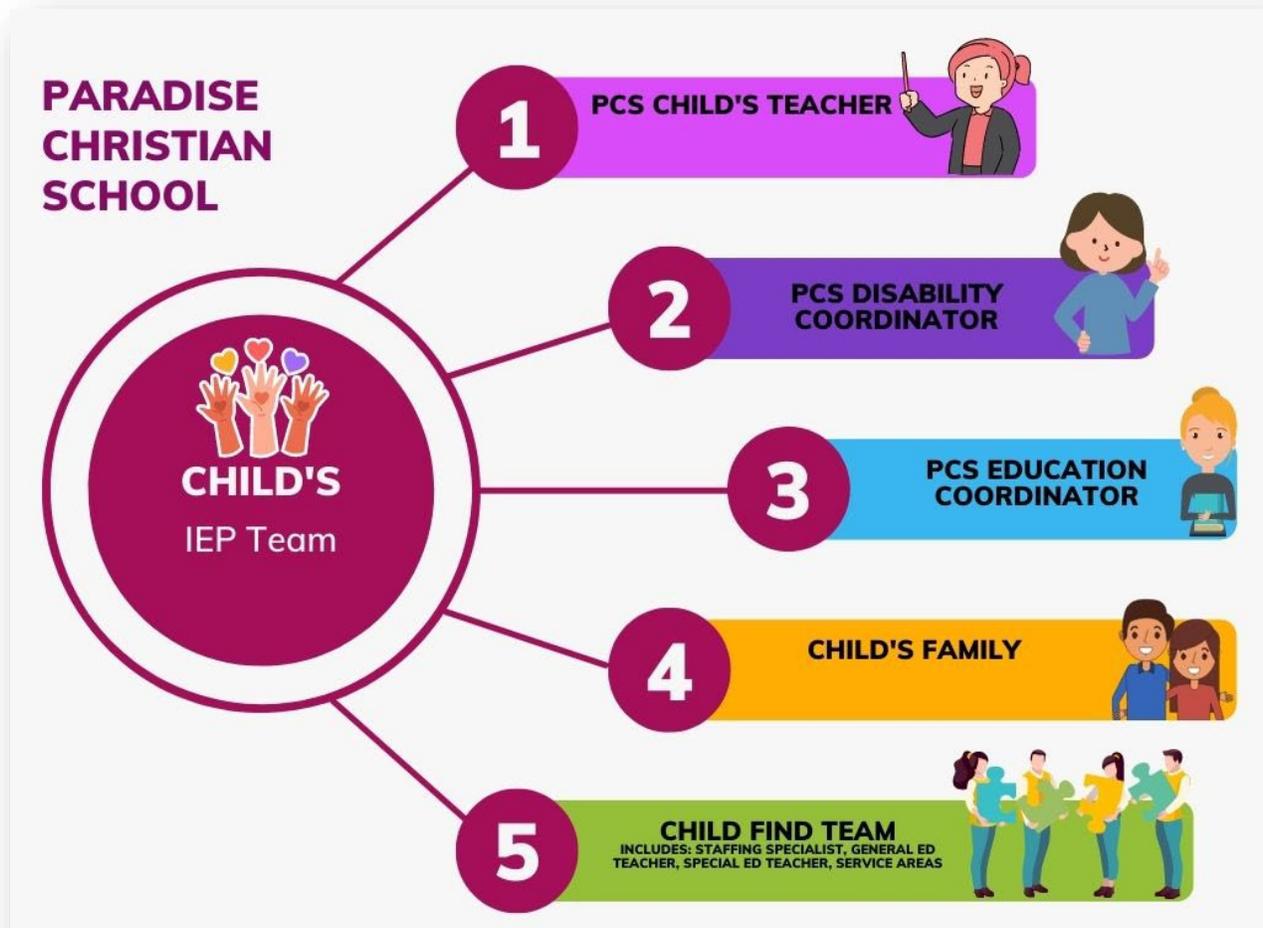
If there are any concerns noted, the parent(s) can choose to have their child referred to their local school district for further testing. Further testing helps determine if their child is eligible to **receive free services through the local school system**. Typical services may include speech and language therapy sessions or placement in a developmental preschool classroom within your local school district. The school district will hold a team meeting to discuss assessment results and a plan for your child, and Paradise Disability Coordinator will attend the meeting with the family and will assist with every step.

Labels are not the final Word

As children receive serves, they are also re-evaluated. During the re-evaluation they may need different services or may no longer need services, demonstrating no longer a concern and the "label" is removed.

Dr. Eileen Fluney believes that we all have different special needs, being directly involved working with children with varies special needs and also having a child with a special need..... I learned that the "name" or "label" is just a word that offers my child the services they need. So, we welcome all "labels" or "names"and together all of us will make a difference in each other's lives by understanding our needs and meeting those needs.

**So, fight strong.....fight hard cause your child needs you!
You are their voice!**



What is an IEP

- An **IEP** is an **Individual Education Plan**.
- The **IEP** identifies child's strengths and areas of concerns.
- The **IEP** assigns a diagnostic category: example: Speech Delay, Developmental delay, etc.
- Then identify the services needed to meet the child's needs.
- Identifies long term goals and short-term objectives both for teacher and for therapists.

1. Why Do we have an IEP?

- All Children with a Disability-Diagnosis-Special need must have an **IEP**---it's the LAW (IDEA) Individuals with Disabilities Education Act.
- Following a formal evaluation, an **IEP** is developed to address the child's needs.
- **IEP** is an individual education plan, which is part of the special education laws of the IDEA 97 laws or educational benefit laws.
- **This plan provides how to meet the needs of the child and the services that the child will need at school.**

IDEA: (Individuals with Disabilities Education Act) is a law insuring services for children with disabilities throughout the nation, it allows for additional services and protections for disabled children not offered to other children such as accommodations, modifications, related and special education services to allow the child to be successful in school.

2. Children have rights! You are your child's advocate!

- Every child deserves the right to have a good education and a fair chance to learn, grow and live a full life. Don't be afraid when you see the title: "A Child with a disability" do not get alarmed, the label as so many calls it! It simply gives a diagnostic reason and permission to be able to help your child to the best of our ability! You should fight for your child and every chance you have to get the services they need. Every child deserves a chance! Don't put so much emphasis on the "label" rather emphasizes on the best care and services for your child needs!

10 steps in Understanding the IEP Process

Step 1. Identify Need!



Child is identified as possibly needing special education/classes and related services. "**Child Find (FDLRS).**" The state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct "**Child Find**" activities. A child may be identified by "**Child Find**," and parents may be asked if the "**Child Find**" system can evaluate their child. Parents can also call the "**Child Find**" system and ask that their child be evaluated. Or — Referral or request for evaluation. A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent.

Step 2. Child is evaluated.



The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child. If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE).

Step 3. Eligibility is decided.

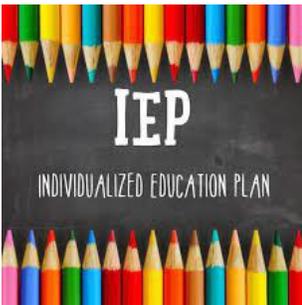


A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA.

Step 4. Child is found eligible for services.

If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the IEP team must meet to write an IEP for the child.

Step 5. IEP meeting is scheduled.



The school system schedules and conducts the IEP meeting. School staff must:

- contact the participants, including the parents;
- notify parents early enough to make sure they have an opportunity to attend;
- schedule the meeting at a time and place agreeable to parents and the school;
- tell the parents the purpose, time, and location of the meeting;
- tell the parents who will be attending; and
- tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

A few Resources

- FDLRS Child Find: 305-274-3501
- Help Line: 211
- CITRUS Health: 305-825-0300
- Institute for children/families: 305-558-2480
- Switchboard of Miami Crisis Hotline: 305-643-8140 www.switchboardmiami.org
- Miami Behavioral Health Center 305-621-1455
- www.disabledworld.com
- www.circleofinclusion.org

Step 6. IEP meeting is held and the IEP is written.



The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are part of the team. If the child's placement is decided by a different group, the parents must be part of that group as well. Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting. If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation.

Step 7. Services are provided.



The school makes sure that the child's IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

Step 8. Progress is measured and reported to parents.



The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress .

Step 9. IEP is reviewed.



The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement. If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available).

Step 10. Child is reevaluated.



At least every three years the child must be reevaluated. This evaluation is often called a "Triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation. Each IEP has an expiration date and this is the date that child needs to be reevaluated.

**We provide accommodations and modifications for children with disabilities.
Our goal is to assure that every child's special needs are met!!!**

Disability Etiquette

THE BASICS



ASK BEFORE YOU HELP

Just because someone has a disability, don't assume she needs help. If the setting is accessible, people with disabilities can usually get around fine. Adults with disabilities want to be treated as independent people. Offer assistance only if the person appears to need it. And if she does want help, ask how before you act.

BE SENSITIVE ABOUT PHYSICAL CONTACT

Some people with disabilities depend on their arms for balance. Grabbing them—even if your intention is to assist—could knock them off balance. Avoid patting a person on the head or touching his wheelchair, scooter or cane. People with disabilities consider their equipment part of their personal space.

THINK BEFORE YOU SPEAK

Always speak directly to the person with a disability, not to his companion, aide or sign language interpreter. Making small talk with a person who has a disability is great; just talk to him as you would with anyone else. Respect his privacy. If you ask about his disability, he may feel like you are treating him as a disability, not as a human being. However, many people with disabilities are comfortable with children's natural curiosity and do not mind if a child asks them questions.

RESPOND GRACIOUSLY TO REQUESTS

When people who have a disability ask for an accommodation, it is not a complaint. It shows they feel comfortable enough in your establishment to ask for what they need. And if they get a positive response, they will probably come back again and tell their friends about the good service they received.

DON'T MAKE ASSUMPTIONS

People with disabilities are the best judge of what they can or cannot do. Don't make decisions for them about participating in any activity. Depending on the situation, it could be a violation of the ADA to exclude people because of a presumption about their limitations.

LANGUAGE TIPS: Put the person first. Say "person with a disability" rather than "disabled person." Say "people with disabilities" rather than "the disabled." For specific disabilities, saying "person with Tourette Syndrome" or "person who has cerebral palsy" is usually a safe bet. Still, individuals do have their own preferences. If you are not sure what words to use, ask. Avoid outdated terms like "handicapped" or "crippled." Be aware that many people with disabilities dislike jargon, euphemistic terms like "physically challenged" and "differently labeled."

Say "wheelchair user," rather than "confined to a wheelchair" or "wheelchair bound." The wheelchair is what enables the person to get around and participate in society; it's liberating, not confining.

It's okay to use idiomatic expressions when talking to people with disabilities. For example, saying, "It was good to see you," and "See you later," to a person who is blind is completely acceptable; they use these expressions themselves all the time!

Many people who are Deaf communicate with sign language and consider themselves to be members of a cultural and linguistic minority. They refer to themselves as Deaf with a capital "D," and may be offended by the term "hearing impaired" to refer to people who have hearing loss but communicate in spoken language.

With any disability, avoid negative, disempowering words like "victim" or "sufferer." Say "person with AIDS," instead of "AIDS victim" or "one who suffers from AIDS."

List of Famous People with Disabilities

http://www.disabled-world.com/artman/publish/article_0060.shtml



A mood disorder is a condition whereby the prevailing emotional mood is distorted or inappropriate to the circumstances. Types of mood disorders include depression, unipolar and bipolar disorder.



Tourette syndrome. The exact cause of Tourette's is unknown, but it is well established that both genetic and environmental factors are involved. The majority of cases of Tourette's are inherited.



Spina bifida falls into three categories: spina bifida occulta, spina bifida cystica, and meningocele. The most common location of malformations is the lumbar and sacral areas of the spinal cord.



Cerebral palsy (CP) is a term encompassing a group of non-progressive, non-contagious diseases that cause physical disability in human development. There is no known cure for CP.



Epilepsy is a chronic neurological disorder characterized by recurrent unprovoked seizures. These seizures are signs of abnormal, excessive or synchronous neuronal activity in the brain.



Dyslexia is a specific learning disability that effects many people, it manifests primarily as a difficulty with written language, particularly with reading and spelling. Dyslexia occurs at all levels of intelligence.



Obsessive compulsive disorder (OCD) A psychiatric disorder manifested in a variety of forms, most commonly characterized by a person's obsession to perform a particular task or set of tasks.



Dementia is the steady progressive decline in cognitive functions due to damage or disease in the brain beyond what might be expected from the normal human aging process.



Hearing Impairment. A hearing loss is a full or partial decrease in the ability to detect or understand sounds. Hearing loss can be inherited. If a family has a dominant gene for deafness.



Amyotrophic lateral sclerosis (ALS), and sometimes called Lou Gehrig's Disease, or *Maladie de Charcot* is one of the most common neuromuscular diseases occurring worldwide today.



Club Foot or Feet. A clubfoot, or talipes equinovarus (TEV), is a birth defect. The foot is twisted in (inverted) and down. It is a common birth defect, occurring in about one in every 1,000 births.



Schizophrenia. Schizophrenia is a psychiatric diagnosis that describes a mental illness. A person with schizophrenia may show symptoms like disorganized thinking, hallucinations, and delusions.



Speech differences Stuttering is generally not a problem with the physical production of speech sounds or putting thoughts into words. Stuttering has no bearing on intelligence.



Poliomyelitis, polio or infantile paralysis. Acute viral disease spread primarily via the fecal-oral route. Spinal polio is the most common resulting from viral invasion of the motor neurons of the anterior horn cells.



Parkinson's disease is a degenerative disorder of the central nervous system that impairs motor skills and speech. Early signs and symptoms may sometimes be dismissed as the effects of normal aging.



Famous wheelchair users - Well known people who use wheelchairs since birth and later in life. Wheelchairs are used by people for whom walking is difficult or impossible due to illness, injury, or disability.



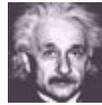
Sight Impaired is vision loss that constitutes a significant limitation of visual capability resulting from disease, trauma, or a congenital or degenerative condition that cannot be corrected.



Multiple Sclerosis (MS) a debilitating disease affecting the brain and spinal cord. No one knows what causes MS. It may be an autoimmune disease when your body attacks itself.



Asthma is a chronic condition involving the respiratory system in which the airway occasionally constricts, becomes inflamed, and is lined with excessive amounts of mucus, often in response to one or more triggers.



People with **Asperger's Syndrome** are often described, as having social skills deficits, reluctance to listen, difficulty understanding social give and take, and other core characteristics.



Famous people who are amputees. Amputation is the removal of a body extremity by trauma or surgery. A prosthesis is an artificial extension that replaces a missing body part.



Cleft lip or palate. A cleft is a congenital deformity caused by a failure in facial development during pregnancy. The term hare lip is sometimes used colloquially to describe the condition.



Meniere's Disease The disorder usually affects only one ear and is a common cause of hearing loss. Named after French physician Prosper Meniere who first described the syndrome in 1861.



Psoriasis is a disease which affects the skin and joints. It commonly causes red scaly patches to appear on the skin. The scaly patches caused by psoriasis are called psoriatic plaques.

Understanding Social and Emotional Development

The following information was copied from:
 Guide for Families on promoting Social and Emotional Development.
 (DECA Program)
www.devereuxearlychildhood.org
 Complete brochure offered to families.



We have a licensed Mental Health consultant available for families and children, Front office will have posted their schedule. We also have a Disabilities and a Mental Health Coordinator that is available to assist families and their children in acquiring the necessary resources.

What is Social Development?



Social development involves learning how to have positive relationships with other people. It begins in infancy, when babies respond to the familiar voice, smell and touch of the important people in their lives. These first rewarding experiences support toddlers as they learn to play alongside each other. Preschool children learn to share, cooperate, take turns, compromise, and negotiate as they play and get along with each other. Social skills that are developed in early childhood will support

children in their school, work, family, and community lives.

Learning to form and value friendships are a key part of social development. With adult support, children learn to express their views, discuss and resolve conflicts, and continue to enjoy their friends. Both children and adults need special people in their lives whom they can talk to, play with, and care about.

What are Resilience & Protective Factors?



Some people achieve great success in life, even though they grew up in poverty or without the support of a caring family. They have resilience, "the ability to recover from or adjust easily to misfortune or change." Something within these people lets them "bounce back" when faced with problems that others could not overcome. They know how to address problems, recover quickly, and move on. Researchers who study resilience call these inner strengths **Protective factors**. Protective factors can help children cope with stress and have successful lives.

What is Emotional Development?

Emotional development is closely related to social development. It refers to children's feelings about themselves, the people in their lives, and the environment in which they live. Children with a strong sense of self and high self-esteem are likely to value relationships with others. Children who feel good about themselves tend to feel good about being with other people.

Emotional development starts as infants develop secure attachments and come to appreciate their families and caregivers. Toddlers usually express their strong emotions through physical actions. Over time, they develop the language and thinking skills needed to name and express their feelings. Preschoolers also have strong emotions—excitement, fear, happiness, and anger, to name a few. They learn the words that describe feelings and how to express them in ways that are accepted by their family, culture, and community. Most preschoolers take time to think about the possible consequences of their actions. As they become more aware of what behaviors are expected and valued by adults, they take pride in using self-control rather than giving in to impulses.



What is the Devereux Early Childhood Assessment (DECA)?

The DECA is a tool used to focus on three protective factors: **1. Initiative, 2. Self-control, and 3. Attachment**-which are closely related to social and emotional development. The DECA also looks at the child's use of specific challenging behaviors. The teacher and family members complete a DECA record form to review the child's use of skills and behaviors related to resilience. DECA results are summarized in individual and classroom profiles that are used to plan strategies to encourage children's social and emotional strengths. You will be provided with a DECA Assessment (for children Ages 2-5 years old) to be filled out in order to meet your child's needs.



Quick View

1. Initiative:

The child's ability to use independent thought and action to meet his or her needs.

They show initiative by:

- asking questions
- making and carrying out plans
- exploring
- experimenting
- using creativity
- making decisions for themselves
- saying positive things about the future (Acting optimistic)
- choosing a task that is challenging
- inviting other children to play

2. Self-Control:

**When I am calm
I am in control.**



The child's ability to experience a range of feelings and express them using the words and actions that society considers appropriate.

- control their anger
- show patience
- share with other children
- calm themselves down when upset
- listen to or respect others
- accept other choices when their 1st choice was not available
- handles frustration well
- cooperate with others



3. Attachment:

The mutual, strong and long-lasting relationship between a child and significant adults such as parents, family members and teachers.

- act in a way that makes adults smile or show interest in them
- respond positively to adult comforting when upset
- act happy or excited when parent / guardian returns
- show affection to familiar adults
- ask adults to play with or read to them
- trust familiar adults and believe what they say
- seek help from children / adults when necessary
- show an interest in what children / adults are doing



Strategies for Families

1. Read with your child every day.
2. Help your child recognize and learn acceptable ways to express a range of feelings.
3. Teach your child about your family and culture.
4. Enjoy your child's company.
5. Use positive strategies to guide your child's behavior.
6. Accept your child as a unique person.
7. Encourage your child to be both independent and cooperative.

Try these tips!

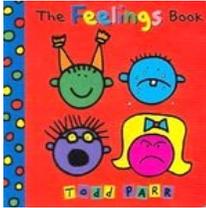
*Hug and be hugged. Accept your child as is.
Talk about anything and everything.
Listen to and share ideas and feelings.
Model positive behaviors.*

LOVE UNCONDITIONALLY!



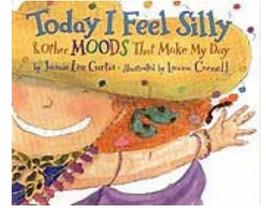
Talk about Feelings and Emotions. Mental Health

It is very important for children to be able to learn how to **understand** what they are feeling and how to **express** their emotions and feelings. When a child learns to express themselves, we come to have a closer understanding of what they are going through and how to meet their needs.



There are many books and activities that deal with different situations, moods, emotions that help children to relate and understand.

Some topics: divorce, death, illness, separation, fighting, friends, cooperating, sharing, caring, sympathy, empathy, attachment, self control, initiative, feelings, fears, phobias, anxiety, shy, timid, jealous, misunderstood, lonely, confused, etc.

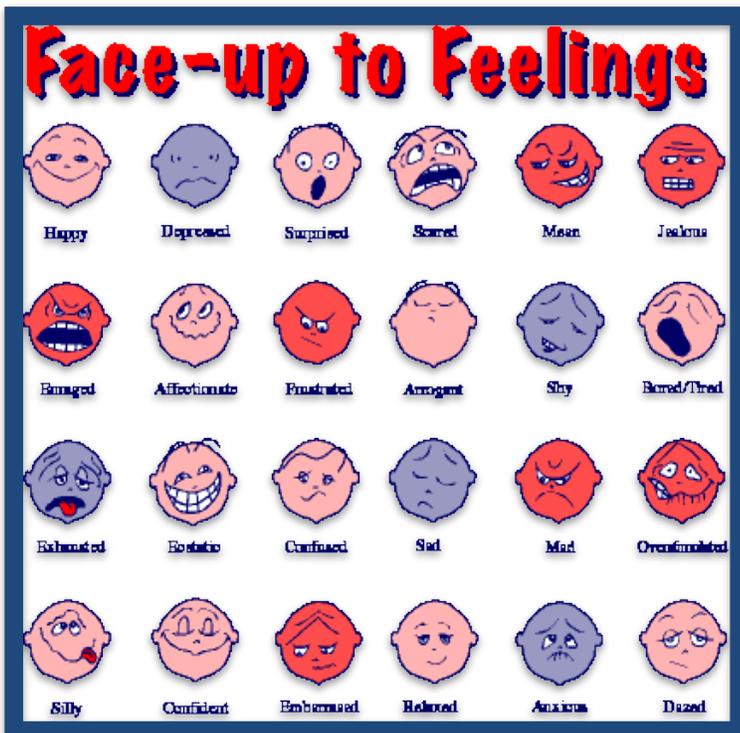


Listen to your children to understand. Do not judge...try to understand how they feel!

Susan, a five-year-old was crying and very upset that her gold fish had died. The mom was compassionate and hugged Susan and talked to her. Then the mother got the gold fish proceeded to the bathroom to throw the fish in the toilet! Susan was now having a tantrum and screaming, " Mommy, Mommy no, no! When I die are you going to throw me down the toilet?" The mother realized that Susan had learned the concept of death through a friend and took her feelings into consideration and had a formal funeral in the backyard (where the entire family was invited). Susan's mother took into consideration her feelings and emotions, although a sad situation for Susan, but she was able to deal with the situation in a correct compassionate manner, meeting the needs of Susan.



Teach children words to feelings.



What Lies Beyond ...

By Dr. Eileen Fluney

Who can say what lies beyond?
The mind of a child.
The innocence of all untold.
The thoughts that are so wild.
We say we know what they mean,
Yet this fact is far from true.
For no one takes the time no more,
To see why they're so blue.
They grow up yet so quickly.
But the memories still remain.
The thoughts of all, you did and done.
Is what makes them not the same.
The feelings and emotions,
You created them from birth.
For you have prepared this child,
To be a leader here on earth.
So listen carefully, listen wise,
Your child is modeling you.
Do you know what lies beyond?
The child that you grew.

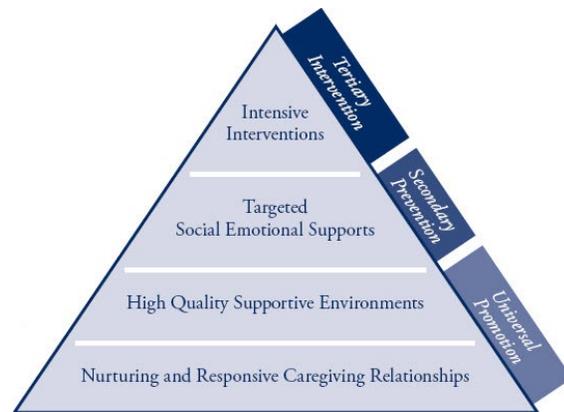


Emotional Literacy



Promoting Social Emotional Competence was designed to provide a foundation of understanding the Teaching Pyramid as a framework for promoting young children's social and emotional development and preventing and addressing challenging behavior. At Paradise we take great pride in providing Emotional Literacy and enhancements in each classroom and individualized with each child. Children are encouraged to express themselves and talk about what they feel, they are encouraged to have healthy relationship and friendships.

www.challengingbehavior.org



What are the Parts of the Pyramid Model?

The Pyramid Model builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.

We depict our tiered approach as a pyramid with a:

- Yellow Foundation: The foundation for all of the practices in the pyramid are the **systems and policies** necessary to ensure a workforce able to adopt and sustain these evidence-based practices.
- Blue Tier : **Universal supports** for all children through nurturing and responsive relationships and high-quality environments.
- Green Tier : **Prevention** which represents practices that are targeted social emotional strategies to prevent problems.
- Red Tier : **Intervention** which is comprised of practices related to individualized intensive interventions.

Factsheet: What Every Child Needs for Good Mental Health

Mental Health America.net

It is easy for parents to identify their child's **physical needs: nutritious food, warm clothes when it's cold, bedtime at a reasonable hour.** However, a **child's mental and emotional needs may not be as obvious.** **Good mental health allows children to think clearly, develop socially and learn new skills.** Additionally, good friends and encouraging words from adults are all important for helping children develop self-confidence, high self-esteem, and a healthy emotional outlook on life.

A child's physical and mental health are both important.

Basics for a child's good physical health:

- Nutritious food
- Adequate shelter and sleep
- Exercise
- Immunizations
- Healthy living environment

Basics for a child's good mental health:

- Unconditional love from family
- Self-confidence and high self-esteem
- The opportunity to play with other children
- Encouraging teachers and supportive caretakers
- Safe and secure surroundings
- Appropriate guidance and discipline

Let Me Be a Child

Let me know when I make you proud. And help me to have pride in my own accomplishments. Let me earn your trust. Then trust me. I won't let you down. Let me try my wings. If I fail, let me know it's OK. And encourage me to try again. Let me know you love me. With a hug. Or a pat on the back, or when I need it, with a firm but gentle "no." Let me be. Let me change Let me grow. Let me tell you when I'm feeling bad... or angry... Even at you. And let me know that even on my worst days, you still like me. Let me dream. Share my joy when my dreams come true. Share my tears when they don't. Let me feel secure in my home. Help me realize that love is always there ... that I can depend on you no matter what. Let me run ... let me laugh ... let me play. And most of all, let me be a child!

—Anonymous



Give children unconditional love.

Love, security and acceptance should be at the heart of family life. Children need to know that your love does not depend on his or her accomplishments.

Mistakes and/or defeats should be expected and accepted. Confidence grows in a home that is full of unconditional love and affection.

“A good parent-child relationship consists of love and respect between parents and children. To establish this relationship parents can do so by giving their children unconditional love, which then generates in children love and respect. “

Nurture children's confidence and self-esteem.

- **Praise Them** - Encouraging children's first steps or their ability to learn a new game helps them develop a desire to explore and learn about their surroundings. Allow children to explore and play in a safe area where they cannot get hurt. Assure them by smiling and talking to them often. Be an active participant in their activities. Your attention helps build their self-confidence and self-esteem.
- **Set Realistic Goals** - Young children need realistic goals that match their ambitions with their abilities. With your help, older children can choose activities that test their abilities and increase their self-confidence.
- **Be Honest** - Do not hide your failures from your children. It is important for them to know that we all make mistakes. It can be very re-assuring to know that adults are not perfect.
- **Avoid Sarcastic Remarks** - If a child loses a game or fails a test, find out how he or she feels about the situation. Children may get discouraged and need a pep talk. Later, when they are ready, talk and offer assurance.
- **Encourage children** - To not only strive to do their best, but also to enjoy the process. Trying new activities teaches children about teamwork, self-esteem and new skills.

Make time for play!

Encourage Children to Play



To children, play is just fun. However, playtime is as important to their development as food and good care. Playtime helps children be creative, learn problem-solving skills and learn self-control. Good, hardy play, which includes running and yelling, is not only fun, but helps children to be physically and mentally healthy.

Children Need Playmates



Sometimes it is important for children to have time with their peers. By playing with others, children discover their strengths and weaknesses, develop a sense of belonging, and learn how to get along with others. Consider finding a good children's program through neighbors, local community centers, schools, or your local park and recreation department.

Parents Can be Great Playmates

Join the fun! Playing Monopoly or coloring with a child gives you a great opportunity to share ideas and spend time together in a relaxed setting.

Play for Fun

Winning is not as important as being involved and enjoying the activity. One of the most important questions to ask children is "Did you have fun?" not "Did you win?" In our goal-oriented society, we often acknowledge only success and winning. This attitude can be discouraging and frustrating to children who are learning and experimenting with new activities. It's more important for children to participate and enjoy themselves.

TV use should be monitored

Try not to use TV, iPad, Videos as a “baby-sitter” on a regular basis. Be selective in choosing television shows for children. Some shows can be educational as well as entertaining.

School should be fun!



Starting school is a big event for children. “Playing school” can be a positive way to give them a **glimpse of school life. Try to enroll them in a pre-school, Head Start, or similar community** program which provides an opportunity to be with other kids and make new friends. Children can also learn academic basics as well as how to make decisions and cope with problems.

Provide appropriate guidance and instructive discipline

Children need the opportunity to explore and develop new skills and independence. At the same time, children need to learn that certain behaviors are unacceptable and that they are responsible for the consequences of their actions. As members of a family, children need to learn the rules of the family unit. Offer guidance and discipline that is fair and consistent. They will take these social skills and rules of conduct to school and eventually to the workplace.

Suggestions on Guidance and Discipline

Be firm, but kind and realistic with your expectations. Children’s development depends on your love and encouragement. Set a good example. You cannot expect self-control and self-discipline from a child if you do not practice this behavior.

Criticize the behavior, not the child. It is best to say, “**That was a bad thing you did,**” rather than “You are a bad boy or girl.”

Avoid nagging, threats and bribery. Children will learn to ignore nagging, and threats and bribes are seldom effective. Give children the reasons “**why**” you are disciplining them and what the potential consequences of their actions might be.

Talk about your feelings. We all lose our temper from time to time. If you do “blow your top,” it is important to talk about what happened and why you are angry. **Apologize if you were wrong!**

Remember, the goal is not to control the child, but for him or her to learn self-control.

Provide a safe and secure home.

It’s okay for children to feel afraid sometimes. Everyone is afraid of something at some point in their life. Fear and anxiety grow out of experiences that we do not understand. If your children have fears that will not go away and affect his or her behavior, the first step is to find out what is frightening them. **Be loving, patient and reassuring, not critical.** Remember: the fear may be very real to the child.



CRYING DOESN'T
INDICATE THAT YOU'RE
WEAK.
SINCE BIRTH, IT HAS
ALWAYS BEEN A SIGN
THAT YOU'RE ALIVE.



Signs of Fear

Nervous mannerisms, shyness, withdrawal and aggressive behavior may be signs of childhood fears. A change in normal eating and sleeping patterns may also signal an unhealthy fear. Children who “play sick” or feel anxious regularly may have some problems that need attention. Fear of school can occur following a stressful event such as moving to a new neighborhood, changing schools, or after a bad incident. Children may not want to go to school after a period of being at home because of an illness.

When to seek help

Parents and family members are usually the first to notice if a child has problems with emotions or behavior. Your observations with those of teachers and other caregivers may lead you to seek help for your child. If you suspect a problem or have questions, consult your pediatrician or contact a mental health professional.

Warning Signs

The following signs may indicate the need for professional assistance or evaluation:

- Decline in school performance
- Poor grades despite strong efforts
- Regular worry or anxiety
- Repeated refusal to go to school or take part in normal children's activities
- Hyperactivity or fidgeting
- Persistent nightmares
- Persistent disobedience or aggression
- Frequent temper tantrums
- Depression, sadness or irritability



Where to seek help

Information and referrals regarding the types of services that are available for children may be obtained from:

- Mental health organizations, hotlines and libraries
- Other professionals such as the child's pediatrician or school counselor
- Other families in the community
- Family network organizations
- Community-based psychiatric care
- Crisis outreach teams
- Education or special education services
- Family resource centers and support groups
- Health services
- Protection and advocacy groups and organizations
- Self-help and support groups

Other Resources

American Academy of Child and Adolescent Psychiatry
www.aacap.org

Federation of Families for Children's Mental Health
 Phone: 240-403-1901
www.ffcmh.org

Family Support America
 Phone:
www.familysupportamerica.org

Citrus Health Centers
 305-424-3120
 National Information Center for Children and Youth with Disabilities
 Phone 800-695-0285
www.nichcy.org

National Association of School Psychologists
 Phone 301-657-0270
www.naspsweb.org

Caring and Nurturing

www.peaceducation.org

Caring for and Nurturing INFANTS

- I will...
 - recognize your crying as a signal that you need comfort
 - help you cope with distress by holding you and describing what has happened
 - do things with you, not to you
 - describe what I am doing during diaper changes and other routine tasks
 - have conversations with you
 - sing with you often
 - read to you every day

Caring for and Nurturing MOBILE INFANTS

- I will...
 - make sure that you are safe while you play and explore
 - describe your actions and help you understand their consequences
 - take time to help you understand your frustrations
 - show you ways to solve problems
 - comfort you when you are hurt, scared or angry
 - read with you every day

Caring for and Nurturing TODDLERS

- I will...
 - let you make choices but make sure that you are safe
 - watch to see if you need my help
 - comfort and support you when you cry
 - help you learn how to cope with frustration
 - teach you how to resolve conflicts peacefully
 - plan activities that include music, stories and movement
 - model empathy and caring

We use I-Care language: Speaking, Cooperation, Responsibility, Caring and Listening

SPEAKING
We use I-Care Language.

- Do we speak with kindness?
- Do we say "please" and "thank you"?
- Do we speak with a soft voice in the classroom?
- Do we say "I'm sorry" if we hurt someone's feelings?

COOPERATION
Hands are for helping, not hurting.

- Do we help each other in the classroom?
- Do we share with each other?
- Do we avoid using our hands to hurt others?
- Do we help each other clean up if we make a mess?

RESPONSIBILITY
We are responsible for what we say and do.

- Do we tell the truth?
- Do we take care of ourselves and our classroom?
- Do we try to correct our mistakes?
- Do we apologize when we do something hurtful?

CARING
We care about each other's feelings.

- Do we treat each other with kindness?
- Do we say or do things that show we care?
- Do we try to cheer up our friends when they are sad?
- Do we try to help our classmates with their problems?

LISTENING
We listen to each other.

- Do we pay attention when people talk to us?
- Do we look at the other person when we listen?
- Do we take turns listening and talking?
- Do we ask questions when we don't understand?

Young People's Ideas of Mental Health!



Mental Health is
R.E.A.L.

Having Mental Health Difficulties?



How do you stay Healthy?



Nutrition: What's Cooking?...

M....M....M.... Good!

**"God is great, God is good.
Thank you, God, for this food." Amen.**

NUTRITION



Our program participates in the United States Department of Agriculture's Child and Adult Care Food Program with their registered dietitian or nutritionist the menus are evaluated for nutritional content; portion sizes; nationally recommended limits on juice, sugar, sodium, and saturated fats; food service operations; special feeding needs to be met by the program; and procedures used for food brought from home.

Paradise provides a sound, wholesome diet for young children. We feel that children must maintain a healthy body and mind in order to grow successfully. Our meals consist of fresh fruits and vegetables, meat products, poultry, fish, whole grain products, and dairy products. Children receive breakfast, a hot lunch, and an afternoon snack each day.

In order to maintain a healthy environment, teachers wear hairnets and gloves while serving meals. All kitchen staff wear nets as well as anyone entering the kitchen must wear a hair net.

NUTRITIONAL SERVICES



We will provide nutritious meals that are age appropriate (breakfast, lunch and snack). The meals are high in nutrients, low in fat, sugar and salt. All children who come into the program will be offered a

Breakfast to start their day! Infants and Toddlers are fed on demand. Staff will promote dental hygiene (tooth brushing) with the children after breakfast and lunch and water is served with snack.

UNDERSTANDING CHILDREN'S NUTRITIONAL NEEDS

Exchange dietary information between parents and school is useful as a basis to understand child's nutritional needs. Family eating patterns vary according to many factors, including the availability of certain foods, family preferences, and family income. Cultural, religious, ethical or personal food preferences (such as vegetarianism) and medically prescribed diets that should be taken into account when planning menus.

Nutrition related health problems diagnosed by a health professional, such as obesity, food allergies and intolerances, such as milk or egg allergies and lactose intolerance etc. that requires special dietary considerations.

The nutrient needs of children with disabilities are the same as those of other children.

FOOD PYRAMID

The USDA My Pyramid, April 2005, which is incorporated by reference, shall be used to determine what food groups to serve at each meal or snack and the serving size of the selected foods for children ages two (2) and older. The categories "oils" and "discretionary calories" may not be considered food groups. Copies of the USDA My Pyramid may be obtained from the licensing authority, the local county health department or from the USDA website at www.mypyramid.gov. Using the My Pyramid; breakfast shall consist of at least three (3) different food groups, lunch and dinner shall consist of at least four (4) different food groups and snacks shall consist of at least two (2) different food groups.

SPECIAL DIETS **Accompanied by a doctor's note ONLY**



The staff will make every necessary effort to respect your child's dietary needs. If for medical reasons a doctor's note is required in order for us to accommodate a special meal. If a special diet is required for a child by a physician, a copy of the physician's order, a copy of the diet and a sample meal plan for the special diet shall be maintained in the child's file. If

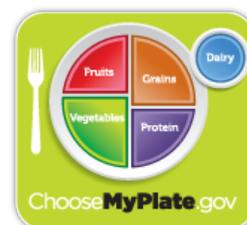
the custodial parent or legal guardian notifies the child care facility of any known food allergies, written documentation must be maintained in the child's file for as long as the child is in care. Special food restrictions must be shared with staff and must be posted in a conspicuous location.

If for medical or religious reasons, you will need to bring a written note explaining that is for religious/personal reasons that your child requires a special diet, please consult with our office staff so we can plan accordingly. All Special diets need to be on the special needs list which is processed through the office.

Any food brought to school due to special dietary requirements must be packaged according to our "Food Storage Guidelines" as follows:

FOOD STORAGE GUIDELINES

- No refrigeration or heating required.
- No glass containers.
- Must include napkin and spoon if necessary.
- No forks or knives.
- No gum or hard candies.
- Please place your child's name on lunch box or bag.
- Items must come ready to serve.
- Please make every attempt to provide a well balanced alternative.



INFANT Feeding



As a participant of the (USDA Food program) Child Care Food Program (CCFP) which is administered in Florida by the Department of Health. We are required for families to complete the "Infant Feeding Form" and follow high standards of proper feeding. Each family will receive the meal pattern of food components to provide your baby with the best nutritional care.

Feeding time is more than just satisfying a baby's hunger, it is a time to establish warm relationships that will allow babies to grow and develop healthy habits for life.

Child care providers and parents are responsible for providing positive feeding experiences and offering the right foods to the baby. The baby is responsible for how much is eaten.

Babies develop at their own rate - not a specific time table

General overview

Feeding notes

- Babies should be fed when they are hungry – not by a strict schedule
- Know baby's hunger and full cues – do not force infants to finish bottles or containers of food
- Keep baby's head up when feeding – never prop bottles or lay infants flat to feed a bottle which could cause ear infections, choking and suffocation
- Throw away leftover breastmilk or formula after feeding or after 1 hour unrefrigerated
- Do not give babies honey or foods that contain honey before age one – it could cause botulism, a type of food poisoning
- Do not share food belonging to another child.

Prevent baby bottle tooth decay

- Do not put a baby to bed with a bottle of **anything**
- Start babies drinking from a cup at 6 months and wean from a bottle by 14 months
- Offer juice only from a cup, not a bottle
- Do not let a baby crawl or walk around with a bottle or sippy cup during the day

BREAST FEEDING

" We Support-Promote-Accommodate!"

Let us know that you are breastfeeding and we will help in every way! Celebrate World Breast Feeding Week on August 1st.

At Paradise, we want to help mothers succeed in their decisions to breastfeed. Creating a breastfeeding friendly program should help mothers to continue to breastfeeding. Breast milk is recommended in place of formula from birth through 11 months.

Resources

www.breastfeeding.com

<http://www.womenshealth.gov/pub/bf.cfm>

Guideline for using stored Breast Milk Health Association Support the following storage guidelines		
Refrigerated	Frozen	Thawed
Less than 40 degrees	0 degrees F	Then refrigerated
Use within 48 hours	Use within 3months	Use within 24 hours

Prevent choking

- Do not leave babies alone when they are eating
- Hold or have babies sit upright while eating
- Solid foods should only be served when the infant is developmentally ready to
- accept them and must be of an appropriate texture and consistency

Prevent allergic reactions in babies

- Avoid egg whites, whole eggs, shellfish, chocolate and cocoa
- Introduce new foods one at a time at one-week intervals

Prevent Sudden Infant Death Syndrome (SIDS)

- Always put babies down to sleep on their backs unless instructed otherwise for medical reasons by the health care provider. **Assure that children have their mouth clean and no food or anything in their mouth that can cause a choking hazard.**

- **Bottles must be labeled Daily with:**
 - ⇒ **Baby's name**
 - ⇒ **Date**
 - ⇒ **Time of preparation**

BABY BOTTLES/ DRINKING FROM A CUP

www.fns.usda.gov/cnd/care/CACFP/cacfpfaq.htm

- It is recommended you can start by offering breast milk or infant formula from a cup when a baby reaches about 8 months of age. Babies usually consume less breast milk or formula as their eating of solid foods and drinking from a cup increase.
- We do not permit bottles for children over 15 months unless it is medically necessary/ special need and/or has a doctor prescription for its use.
- It is recommended to wean the baby off the bottle and onto a cup by about 12 to 14 months of age.

Standard Menu: Birth to 3 Months**Breakfast, Lunch, Snacks- Feed on demand:**

Milk or soy-based iron-fortified infant formula

BRAIN DEVELOPMENT

At birth, a baby's brain is about one-fourth the size of an adult brain and triples in size during the first year. Brain growth depends on many things including the types of activities babies engage in with objects and people. Brain cells or neurons are stimulated to make important connections in the brain. These neurons are stimulated by everyday activities like:

- Talking to babies
- Playing music
- Holding and feeding babies
- Playing with toys

The growth of a baby's brain depends on many things including:

- Genetics
- Health
- Nutrition
- Experiences
- Relationships

BIRTH TO 3 MONTHS

At birth, babies are still developing. As far as their eating abilities go, they are able mainly to suck and swallow liquids. Infants are not miniature adults; they need the right nutrition at the right time for proper growth and development. Babies are nutritionally vulnerable and depend on adults to feed them the right foods.

What babies need to eat at this stage:**Breastmilk is the best food for infants**

- Easily broken down and absorbed by infants' immature digestive systems
- Provides babies with antibodies that protect them against illnesses and allergies

Iron-fortified infant formula

- Best food for infants who are not being breastfed
- Used as a supplement in addition to breastfeeding, if needed
- Specially formulated to have the right balance of nutrients and be easily digested

****IMPORTANT****

Cow's milk and other formula substitutes do not provide the right nutrition and can be harmful to infants. High levels of minerals and protein found in whole cow's milk prevents absorption of iron, may cause bleeding in the gastrointestinal tract, and places stress on the baby's kidneys.

**Standard Menu: 4 to 7 Months****Breakfast:**

Milk or soy-based iron-fortified infant formula

Snack:

Milk or soy-based iron-fortified infant formula

For babies eating solid foods: Iron-fortified infant cereal

Lunch or Supper:

Milk or soy-based iron-fortified infant formula

For babies eating solid foods:

Iron-fortified infant cereal

A variety of strained vegetables and fruits:

- Green beans
- Carrots
- Squash
- Peas
- Potatoes
- Sweet Potatoes
- Applesauce
- Pears
- Bananas
- Peaches
- Prunes

4 TO 7 MONTHS

As babies grow and change during their first year of life, the types and textures of food they eat should also change. Introduction of solids usually occurs between 4 and 7 months. Parents and health care providers should decide together when the baby is developmentally ready for solid foods. Before starting a new food, talk with the parent about what new foods are being introduced at home.

Babies are developmentally ready for solids when they can:

- Sit up with support and control head movement
- Open mouth when they want food
- Turn head away when they are full
- Close their mouth around a spoon

The sequence of introducing solids begins first with iron-fortified infant cereal mixed with breastmilk or formula, then strained vegetables and fruits, and finally strained meats. Offer infants one new food at a time at one-week intervals in order to determine whether the infant is having an adverse reaction to a particular food.

What babies need to eat at this stage?

- Breastmilk or formula or portions of both

And for babies who are developmentally ready:

- Iron-fortified infant cereal
- Easy to digest
- Enriched with a form of iron that is easier for infants to absorb
- Mix with breastmilk or formula to a smooth consistency
- Rice cereal should be the first solid introduced because it is the least likely to cause an allergic reaction
- Strained vegetables and fruits
- Introduce after baby eagerly accepts 2 to 3 Tablespoons of cereal at meals
- Encourage starting with vegetables first, then moving to the sweeter fruits
- Remember to introduce one new food at a time at one-week intervals
- Check with parents about what is being introduced at home

****IMPORTANT****

When babies are developmentally ready, solid foods should be fed with a spoon, not put in a bottle or infant feeder. Feeding food from a bottle or infant feeder forces babies to swallow solid food and could cause them to choke.

Also, babies may not learn to eat foods properly. Feeding solids with a spoon helps baby's facial and tongue muscles to develop for proper speech later on.

8 to 11 Months		
Breakfast:	Snack:	
<ul style="list-style-type: none"> Milk or soy-based iron-fortified infant formula Iron-fortified infant cereal A variety of fruits and vegetables of an appropriate texture and consistency 	<ul style="list-style-type: none"> Milk or soy-based iron-fortified infant formula or 100% Fruit Juice For babies eating bread products: Small strips or pieces of dry bread or toast Small pieces of plain low salt crackers or graham crackers made without honey Small pieces of soft tortilla or soft pita bread Teething biscuits 	
Lunch or Supper:		
<p>Milk or soy-based iron-fortified infant formula A variety of vegetables and fruits: Choice of infant cereal, meat or meat alternates:</p>		
<ul style="list-style-type: none"> Green beans Carrots Squash Peas Potatoes Sweet potatoes Assorted mixed vegetables 	<ul style="list-style-type: none"> Applesauce Pears Bananas Peaches Prunes Assorted mixed fruits 	<ul style="list-style-type: none"> Variety of meats, poultry (cooked from jar) Fish – cooked plain, boneless Egg yolk – hard cooked, Dry beans and peas – cooked plain Cheese, regular plain – sliced thin or thin strips Cottage cheese

8 TO 11 MONTHS



By 8 months, babies have generally been introduced to a variety of vegetables, fruits and cereals. The texture and consistency of these foods move from strained and smooth to thicker and lumpier as baby's developmental skills mature. Babies are now ready for new foods and other sources of iron.

Fruit juice:

- ⇒ At snack for babies 8 months and older (and can be served instead of breastmilk or formula at snack).
- ⇒ At breakfast, lunch and supper - cannot count as the vegetable or fruit component.
- ⇒ Must be full-strength (100%), pasteurized, regular or infant fruit juice.
- ⇒ Must be naturally high in, or fortified with vitamin C.
- ⇒ Must be offered from a cup – not a bottle.
- ⇒ Citrus (orange, tangerine, grapefruit), pineapple, and tomato juices served to babies before 6 months of age can cause an allergic reaction

Solid foods:

- ⇒ Are required for infants 4 months of age and older who are developmentally ready to accept them.
- ⇒ Must not be given to babies younger than 4 months of age unless required and documented by a doctor.
- ⇒ Must be of an appropriate texture and consistency and should only be introduced after consulting with the infant's parent or guardian.
- ⇒ Can be either home-prepared baby foods or commercially prepared baby foods.
- ⇒ Infant cereal must be iron-fortified, plain, dry.
- ⇒ Do not serve honey or food that may contain honey to infants less than one year of age – honey may contain botulinum spores, which can be harmful to infants.

What babies this age can do:

- Sit alone
 - Drink from a cup (spilling is part of the learning process!)
 - Try to self-feed
- Meat or meat alternates can now be offered at lunch and supper. Fruit juices can be offered as a choice instead of breastmilk or formula at snack-time and, if baby is ready, bread or crackers should also be provided.

What babies need to eat at this stage:

- Breastmilk or formula or portions of both
Can be fed from bottle or cup
- Vegetables and/or fruit
Purchased or prepared with a texture that progresses from pureed to ground to mashed and then to diced
- Infant cereal
Can be a thicker consistency
- Meat or meat alternates
Purchased or prepared with a texture that progresses from strained to ground to finely chopped and then to small tender pieces
- Fruit juice
Offer from a cup only, not a bottle – which may cause "Baby Bottle Tooth Decay" Limit the amount, too much can spoil baby's appetite for more nutrient dense foods
Can be offered as an alternative to breastmilk or formula only at snack

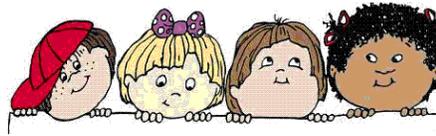
And for babies who are developmentally ready:

- Bread or crackers
Babies enjoy picking up small pieces to eat

****IMPORTANT****

Babies develop at their own rate – not a specific timetable. Continue to communicate (parents with staff) about what they are feeding their babies at home.

AGE	ABILITY	APPROPRIATE FOODS
Birth to 3 months	<ul style="list-style-type: none"> Suck and swallow liquids 	<ul style="list-style-type: none"> Breastmilk or iron-fortified infant formula or a combination of both
4 to 7 months	<ul style="list-style-type: none"> Sit with support, control head movement, Begin "chewing" motion, Open mouth when hungry and see food, Close mouth around a spoon and sip from a cup with help, Grasp objects with hands 	<ul style="list-style-type: none"> Breastmilk or iron-fortified infant formula or a combination of both When developmentally ready: Iron-fortified infant cereal, Strained vegetables and fruits 
8 to 11 months	<ul style="list-style-type: none"> Sit alone, Begin self-feeding, Can drink from a cup, Good coordination of eye-hand mouth 	<ul style="list-style-type: none"> Breastmilk or iron-fortified infant formula or a combination of both, Iron-fortified infant cereal, Vegetables and fruits, Meat and meat alternates, Fruit juices When developmentally ready: Bread and crackers



FAMILY STYLE MEALS

During meal time, meals are served family style, teaching staff sit and eat with children and engage them in conversation. In our program children are encouraged to serve themselves, this allows children to identify and be introduced to new foods, new tastes and gives them time to practice skills like pouring, and scooping food; taking turns, sharing and table manners. The children also assist with preparation (set up) and clean up!

At Home Family Meals: Sitting down with the family for meals is an important time for children. Eating together helps children feel part of a family group and gives them time to share. Family dinners especially help single parents. They create a more normal family time.



Try to eat one meal as a family each day, and select at least one night to be family dinner night. Research shows that family dinner night is healthier. Talk and talk some more....this is the best opportunity to know what is going on in your child's life! Open conversations are the BEST!!!!

To make family home time meals more pleasant:

- Let child help shop and cook, and set the table. Preschool children especially become excited when a parent gets home from work. They need attention. Helping a parent fix dinner is a good way to connect.
- While preparing and eating a meal, turn off the TV, put the newspaper aside and don't answer the phone. Problems arise when there is too much confusion at mealtime, or when too much (or too little) time is allowed for eating.
- Family meals should not be battle zones Children should not have to listen to family fights.
- Children should not have to stay at the table until their plates are clean. Problems also occur when parents insist that children eat certain foods or when children are told how much to eat.
- Encourage children to practice serving themselves. Expect spills and messes.
- Let children help with regular clean up duties. Rotate duties among children.
- Don't worry about fancy meals. Once in a while, have take-out or frozen dinners.
- Spending time at the table together is what's important! **QUALITY TIME!!!**



FAST FOOD

Although we understand that children love fast food and bringing snacks, **we can not allow food to be brought in to the classroom.** (Unless indicated for a special event for the entire class) It is not fair to the other children, they are too young to understand for example; why one child has cookie and they do not! We also need to monitor closely children with food allergies and special diets.

COOKING / NUTRITIONAL ACTIVITIES (INTEGRATING NUTRITION INTO EARLY CHILDHOOD)/ "FAMILY CONNECTION"

There are many ways to involve children in the preparation of food and food activities, children are encouraging to be involved in learning areas in shopping for food, setting the table, serving food to others, and cleaning up. Parents are encouraged to participate in program nutrition activities as a volunteer, to introduce new food through activities in the classroom, reading stories about the food or in snack time. As part of the daily curriculum, children participate in various learning activities by preparing their meals. (Nutritional activities) These activities give the child an opportunity to experience working with others in a group setting, following directions, understanding math concepts in a practical application, identifying nutritionally desirable foods. Distinguish health and unhealthy foods, and the enjoyment of creating and appreciating one's effort.

MENU: BREAKFAST, LUNCH & SNACK

We provide nutritious meals and snacks of a quantity and quality to meet the daily nutritional needs of the children according to USDA Food program regulations. Breakfast will be served between the first 30 minutes upon arriving in their cycled time. Hot homemade lunches are provided, and a nutritious snack will be given in the afternoon. Menus are posted on the Family's Information Bulletin Board and any changes will be marked. **We have an excellent cook!** Each week on the calendar will indicate the menu number. Meal and snack menus shall be planned, written, and posted in the family news/connection area and in the food service area at the beginning of each week. Any menu substitution shall be noted on the menu. Daily meal and snack menus shall be maintained for a minimum of one (1) month. The original menu will be posted in the Family News area and on our website

 <h1 style="display: inline;">School Menu 1</h1> rev.8/12/2019 							
Month		Days		to		Year	
		Monday	Tuesday	Wednesday	Thursday	Friday	
Breakfast	Milk Ages 1-2: ½ Cup, 4oz Ages 3-5: ¾ cup, 6 oz	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	
		Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	
	Vegetable/ Fruit Ages 1-2: ¼ Cup Ages 3-5: ½ cup	Fresh Apple Slices Age 1: Apple Sauce	Tropical Fruit Mix	Diced Pears	Fresh Banana	Mandarin Oranges	
	Grains/Breads Ages 1-5: ¼ oz or ¼ slice Cereal ¼ Cup	Multi-Grain Cheerios Cereal (WGR)	Whole Wheat English Muffin (WG)	Mini Bagels	Oat Bran Muffin (WG)	Special K Cereal (WGR)	
Extra/ Optional		Margarine	Cream Cheese				
Lunch	Milk Ages 1-2: ½ Cup, 4oz Ages 3-5: ¾ cup, 6 oz	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	
		Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	
	Meat/ Meat Alternative: Ages 1-2: 1 oz Beans ¼ cup Ages 3-5: 1 ¼ oz Beans 3/8 cup	Chicken Nuggets	Fish Nuggets	Meatballs in spaghetti sauce	Diced Chicken	Ground Turkey with tomato sauce	
	Vegetable Ages 1-2: 1/8 Cup Ages 3-5: ¼ Cup Double portion for salads	Baked Beans	Pinto Beans	Chopped Spinach Salad	Broccoli	Black Beans	
	Fruit or Vegetable Ages 1-2: 1/8 Cup Ages 3-5: ¼ Cup	Cole Slaw	Diced Tomato	Diced Peaches	Pineapple Chunks	Oven Fried Plantains	
	Grains/Breads Ages 1-5: ¼ oz or ¼ slice Pasta ¼ cup	Com Bread	Whole Grain Slider Roll (WG)	Spaghetti with spaghetti sauce	Yellow Rice	Brown Rice (WG)	
Extra/ Optional	Honey Mustard Sauce	American Cheese	Low Fat Italian Dressing				
Snack	Meat/ Meat Alternative: Ages 1-5: ¼ oz; Yogurt 2oz/ ¼ cup		Strawberry/ Banana Yogurt	American Cheese			
	Vegetable/ Fruit/Juice Ages 1-5: ¼ Cup	Fruit Cocktail	Fresh Banana	Pineapple Juice	Orange Juice	Apple Juice	
	Grains/Breads Ages 1-5: ¼ oz or ¼ slice Muffin ¼ serving	Gold Fish		Whole Wheat Bread (WG)	Animal Crackers	Graham Crackers (WGR)	
	Water Ages 1-2: ¼ Cup Ages 3-5: ¾ cup	Water	Water	Water	Water	Water	
<small>*EHS children 1-2 of ages and their caregivers: Foods MUST be mashed or cut in bite size pieces; Toddlers age 2 and up will receive fat free unflavored milk. CN: Child Nutrition Label; Water is available to the children at all times; WG: Whole Grain WGR: Whole Grain Rich</small>							

 <h1 style="display: inline;">School Menu 2</h1> rev.8/12/2019 							
Month		Days		to		Year	
		Monday	Tuesday	Wednesday	Thursday	Friday	
Breakfast	Milk Ages 1-2: ½ Cup, 4oz Ages 3-5: ¾ cup, 6 oz	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	
		Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	
	Vegetable/ Fruit Ages 1-2: ¼ Cup Ages 3-5: ½ cup	Diced Pears	Orange Juice	Fresh Banana	Tropical Fruit Mix	Pineapple Juice	
	Grains/Breads Ages 1-5: ¼ oz or ¼ slice Cereal ¼ Cup	Multi-Grain Cheerios Cereal (WGR)	Whole Wheat English Muffin (WG)	Oat Bran Muffin (WG)	Mini Bagels	Special K Cereal (WGR)	
Extra/ Optional		Margarine		Cream Cheese			
Lunch	Milk Ages 1-2: ½ Cup, 4oz Ages 3-5: ¾ cup, 6 oz	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	
		Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	
	Meat/ Meat Alternative: Ages 1-2: 1 oz Beans ¼ cup Ages 3-5: 1 ¼ oz Beans 3/8 cup	Scrambled Eggs	Salisbury Steak	Chicken Patty with Mozzarella cheese and Tomato Sauce	Roasted Pulled Pork	Chicken Nuggets	
	Vegetable Ages 1-2: 1/8 Cup Ages 3-5: ¼ Cup Double portion for salads	Green Beans	Chopped Spinach Salad with Carrots Mashed Sweet Potato	3 Bean Salad	Chick Peas	Green peas and Carrots	
	Fruit or Vegetable Ages 1-2: 1/8 Cup Ages 3-5: ¼ Cup	Fruit Cocktail	Pineapple Chunks	Apple Sauce	Diced Peaches	Diced Pears	
	Grains/Breads Ages 1-5: ¼ oz or ¼ slice Pasta ¼ cup	White Rice	Whole Grain Roll (WG)	Macaroni with spaghetti Sauce	Brown-Yellow Rice (WG)	Macaroni and Cheese	
Extra/ Optional	Ketchup	Low Fat Italian Dressing	Grated Cheese				
Snack	Meat/ Meat Alternative: Ages 1-5: ¼ oz; Yogurt 2oz/ ¼ cup				American Cheese	Strawberry- Banana Yogurt	
	Vegetable/ Fruit/Juice Ages 1-5: ¼ Cup	Diced Peaches	Apple Sauce	Orange Sherbet		Fresh Banana	
	Grains/Breads Ages 1-5: ¼ oz or ¼ slice Muffin ¼ serving	Whole Wheat Crackers (WGR)	Gold Fish	Graham Crackers (WGR)	Whole Wheat Bread (WG)		
	Water Ages 1-2: ¼ Cup Ages 3-5: ¾ cup	Water	Water	Water	Water	Water	
<small>*EHS children 1-2 of ages and their caregivers: Foods MUST be mashed or cut in bite size pieces; Toddlers age 2 and up will receive fat free unflavored milk. CN: Child Nutrition Label; Water is available to the children at all times; WG: Whole Grain WGR: Whole Grain Rich</small>							

 <h1 style="text-align: center;">School Menu 3</h1> <small style="text-align: right;">rev.8/12/2019</small> 							
Month		Days				to	Year
		Monday	Tuesday	Wednesday	Thursday	Friday	
Breakfast	Milk Ages 1-2: ¼ Cup, 4oz Ages 3-5: ¾ cup, 6 oz	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	
		Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	
	Vegetable/ Fruit Ages 1-2: ¼ Cup Ages 3-5 ½ cup	Apple Sauce	Mandarin Oranges	Pineapple Chunks	Tropical Fruit Mix	Fresh Banana	
	Grains/Breads Ages 1-5 ¼ oz or ½ slice Cereal ¼ Cup	Whole Wheat Bread (WG)	Multi-Grain Cheerios Cereal (WGR)	Whole Wheat English Muffin (WG)	Oat Bran Muffin (WG)	Corn Flakes Cereal (WGR)	
Extra/ Optional	American Cheese		Cream Cheese				
Lunch	Milk Ages 1-2: ¼ Cup, 4oz Ages 3-5: ¾ cup, 6 oz	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	
		Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	
	Meat/ Meat Alternative: Ages 1-2: 1 oz Beans ¼ cup Ages 3-5 1 ½ oz Beans 3/8 cup	Chicken Nuggets	Ground Turkey With tomato sauce	Pork	Fish Nuggets	Beef Steak	
	Vegetable Ages 1-2 1/8 Cup Ages 3-5 ¼ Cup Double portion for salads	Mashed Sweet Potato	Shredded Lettuce and Tomato	Black Beans	Mashed Potatoes	Split Pea Soup	
	Fruit or Vegetable Ages 1-2 1/8 Cup Ages 3-5 ¼ Cup	Diced Peaches	Apple Sauce	Diced Pears	Peas and Carrots	Fruit Cocktail	
	Grains/Breads Ages 1-5 ¼ oz or ½ slice Pasta ¼ cup	Whole Grain Roll (WG)	Brown Rice (WG)	White Rice	Corn Bread	Brown Rice (WG)	
Extra/ Optional	Broccoli		Oven Fried Plantains		Cucumbers		
Snack	Meat/ Meat Alternative: Ages 1-5 ¼ oz ; Yogurt 2oz/ ¼ cup		Cream Cheese		American Cheese		
	Vegetable/ Fruit/Juice Ages 1-5 ¼ Cup	Apple Juice	Grape Juice Jelly (Optional)	Fresh Bananas	Apple Sauce		
	Grains/Breads Ages 1-5 ¼ oz or ½ slice Muffin ½ serving	Graham Crackers (WGR)	Whole Wheat Bread (WG)	Animal Crackers	Whole Wheat Crackers (WGR)	Banana Oat Muffin (WG)	
	Water Ages 1-2: ¼ Cup Ages 3-5 ¾ cup	Water	Water	Water	Water	Water	
*EHS children 1-2 of ages and their caregivers : Foods MUST be mashed or cut in bite size pieces; Toddlers age 2 and up will receive fat free unflavored milk. CN- Child Nutrition Label; Water is available to the children at all times; WG: Whole Grain WGR: Whole Grain Rich							

 <h1 style="text-align: center;">School Menu 4</h1> <small style="text-align: right;">rev.8/12/2019</small> 							
Month		Days				to	Year
		Monday	Tuesday	Wednesday	Thursday	Friday	
Breakfast	Milk Ages 1-2: ¼ Cup, 4oz Ages 3-5: ¾ cup, 6 oz	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	
		Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	
	Vegetable/ Fruit Ages 1-2: ¼ Cup Ages 3-5 ½ cup	Orange Juice	Mandarin Oranges	Tropical Fruit Mix	Fresh Bananas	Fruit Cocktail	
	Grains/Breads Ages 1-5 ¼ oz or ½ slice Cereal ¼ Cup	Oat Bran Muffin (WG)	Special K Cereal (WGR)	Multi-Grain Cheerios Cereal (WGR)	Mini Bagels	Oat Bran Muffin (WG)	
Extra/ Optional				Cream Cheese			
Lunch	Milk Ages 1-2: ¼ Cup, 4oz Ages 3-5: ¾ cup, 6 oz	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	Age 1 Whole Milk	
		Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	Ages 2-5 Fat Free Milk	
	Meat/ Meat Alternative: Ages 1-2: 1 oz Beans ¼ cup Ages 3-5 1 ½ oz Beans 3/8 cup	Ham and Swiss Cheese Slices	Beef Teriyaki	Diced Baked Ham	Chicken Stew with peas and carrots	Scrambled Eggs	
	Vegetable Ages 1-2 1/8 Cup Ages 3-5 ¼ Cup Double portion for salads	Vegetable Soup	Red Bean Soup	Peas and Carrots	Mashed Potatoes	Green Beans	
	Fruit or Vegetable Ages 1-2 1/8 Cup Ages 3-5 ¼ Cup	Pineapple Chunks	Diced Peaches	Diced Pears	Cole Slaw	Fruit Cocktail	
	Grains/Breads Ages 1-5 ¼ oz or ½ slice Pasta ¼ cup	Media Noche Bun	White Rice	Spaghetti	Whole Grain Roll (WG)	White Rice	
Extra/ Optional	Pickles, Mayo, and Mustard	Cucumbers	Alfredo Sauce		Ketchup		
Snack	Meat/ Meat Alternative: Ages 1-5 ¼ oz ; Yogurt 2oz/ ¼ cup		American Cheese		Cream Cheese		
	Vegetable/ Fruit/Juice Ages 1-5 ¼ Cup	Tropical Fruit Mix		Fresh Apple Slices	Jelly (Optional) Pineapple Juice	Apple Juice	
	Grains/Breads Ages 1-5 ¼ oz or ½ slice Muffin ½ serving	Animal Crackers	Whole Wheat Bread (WG)	Gold Fish Crackers	Whole Wheat Bread (WG)	Whole Wheat Crackers (WGR)	
	Water Ages 1-2: ¼ Cup Ages 3-5 ¾ cup	Water	Water	Water	Water	Water	
*EHS children 1-2 of ages and their caregivers : Foods MUST be mashed or cut in bite size pieces; Toddlers age 2 and up will receive fat free unflavored milk. CN- Child Nutrition Label; Water is available to the children at all times; WG: Wheat Grain WGR: Whole Grain Rich							

Nutrition Assistance Programs

No one should go hungry in America. FNS provides children and low-income people access to food, a healthful diet, and nutrition education. www.nutrition.gov

Food Stamps



The Food Stamp Program helps low-income people and families buy the food they need for good health. You apply for benefits by completing a state application form. Benefits are provided on an electronic card

that is used like an ATM card and accepted at most grocery stores.

State hotlines: 1-866-762-2237

Apply at Florida Access: www.dcf.state.fl.us

Hialeah Service Center

5700 NW 37th Avenue

Miami, FL 33010

305-637-2605

WIC



Homepage for the WIC program (The Special Supplemental Nutrition Program for Women, Infants, and Children) which serves to safeguard the health of low-income women, infants, & children up to age 5 who are at nutritional risk by providing nutritious foods to supplement diets, information on healthy eating, and referrals to health care. Website provides access to eligibility requirements, contacts, studies and reports, benefits & services, breastfeeding promotion, immunization screening and referral, and food package information, funding and program data, and more.

Toll Free: 1-800-342-3556

3233 Palm Avenue

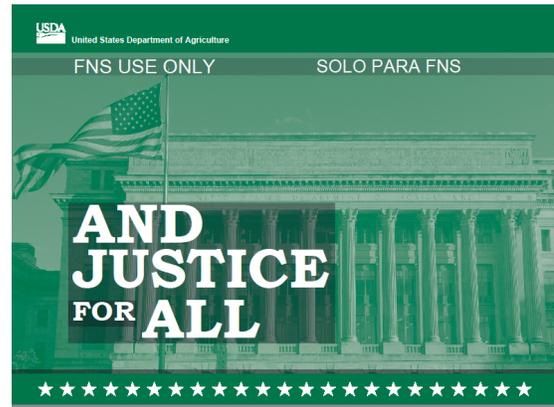
Hialeah, Fl. 33012

(305) 805 - 5140

Hours of Operation: Mon. - Fri. 7:30 AM - 6 PM

Sat. 8 AM - 1 PM

Food Bank/ Food Emergency	
Feeding South Florida	954-518-1818
Daily Bread Food Bank: 5850 NW 32 nd Avenue, Miami, Fl. 33142	305-633-9861
FACA Hunger Hotline	850-224-4774
Farm Share: Individual Distribution	305-245-2540
Salvation Army	305-637-6720
Crisis Support	
Switchboard crisis hotline	305-643-8140



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Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at (202) 726-2690 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-4339.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online, at www.usda.gov/sites/default/files/documents/ada-program-discrimination-complaint-form.pdf from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410, or
fax:
(833) 256-1665 or (202) 690-7442; or
email:
program.intake@usda.gov.

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La información del programa puede estar disponible en otros idiomas además del inglés. Las personas con discapacidades que requieren medios de comunicación alternativos para obtener información sobre el programa (por ejemplo, Braille, letra agrandada, grabación de audio y lenguaje de señas americano) deben comunicarse con la agencia estatal o local responsable que administra el programa o con el TARGET Center del USDA al (202) 726-2690 (voz y TTY) o comunicarse con el USDA a través del Servicio Federal de Transmisión de Información al (800) 877-4339.

Para presentar una queja por discriminación en el programa, el reclamante debe completar un formulario AD-3027, Formulario de queja por discriminación del programa del USDA, que se puede obtener en línea, en <https://www.usda.gov/sites/default/files/documents/ada-program-discrimination-complaint-form-spanish-section-508-compliant.pdf>, en cualquier oficina del USDA, llamando al (866) 632-9992, o escribiendo una carta dirigida al USDA. La carta debe contener el nombre, la dirección y el número de teléfono del reclamante, y una descripción escrita de la supuesta acción discriminatoria con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR, por sus siglas en inglés) sobre la naturaleza y la fecha de la presunta violación de los derechos civiles. La carta o el formulario AD-3027 completado debe enviarse al USDA por medio de:

correo postal:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410, o
fax:
(833) 256-1665 o (202) 690-7442, o
correo electrónico:
program.intake@usda.gov.

Esta institución ofrece igualdad de oportunidades.

Emergency Procedures

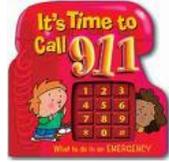
In order to be well prepared, we have emergency procedures at Paradise Christian School. It is very important that everyone know the procedures including all staff, families and visitors in order to protect our children.

When dealing with evacuations for fire, gas leak, bomb threat, tornadoes, hurricanes and riots first aid material must be on hand as well as children's emergency cards for family notification. First Aid charts are also posted in the center.

Should an emergency arise?

CALL 9-1-1

Contact: Dr. Eileen Fluney
Executive Director



When calling 9-1-1 Staff will need

Your Name _____
Center name: Paradise Christian School
Center's address: 6184 West 21 Court, Hialeah

Center Phone #: 305-828-7477

State the Emergency!
Child's Name _____
Age _____
Known allergies _____
And stay on the phone till they tell you to hang up!

EMERGENCY PREPAREDNESS MANUAL



Paradise Christian School has a Emergency Preparedness Manual Continuity of Operation Plan (COOP) for Planning, Impact, Relief and Recovery.

Emergency situations arise suddenly and can be devastating to programs and communities. When programs prepare in advance, the negative effects of an emergency can be reduced. While you may not be able to anticipate everything that might happen, comprehensive planning for each phase of an emergency allows you the peace of mind needed to help children, families, and staff. In addition, preparation allows you to resume services promptly and support the community at large. According to Federal Emergency Management Agency (FEMA):

"Being prepared can reduce fear, anxiety, and losses that accompany disasters. Communities, families, and individuals need to know what to do in the event of a fire and where to seek shelter during a tornado. They need to be ready to evacuate their homes and buildings and take refuge in public shelters and know how to care for their basic medical needs."

By acting in advance, people can reduce the impact of disasters (ex. Flood proofing, elevating a home or moving a home or building out of harm's way, securing items that could shake loose in an earthquake) and sometimes avoid the danger completely. (FEMA, Are you Ready? Why Prepare, http://www.fema.gov.areyouready/why_prepare.shtml).

EMERGENCY BOOK (Safety and Security)

Although Paradise information is technologically advanced, we have an Emergency Book where we keep an up-to-date emergency contact sheet on every child and staff. **It is the responsibility of the parent/family to keep all information up to date and accurate.**

According to Paradise COOP: Emergency Book Procedures

- Emergency notebook is to contain updated current information on each child and staff to be able to use in case of an emergency. Emergency book is to be taken out during a fire drill & emergency evacuation.
- This notebook is found in the front office on a shelf easily accessible and labeled: Emergency Contact.
- Social Services is responsible to maintain notebook up to date and current at all times.
- Families are responsible to give accurate and up to date information to the school.

Content: Emergency Book contains

- Emergency Book Policy
- Update Current Child Information sheet with photo ID's on back
- Updated staff directory

TROPICAL STORMS/HURRICANES/TORNADOS



If such an emergency arises during school hours, families are encouraged to come to school and pick up their children. Paradise will observe the same regulations as Miami Dade County School regarding whether the school will be in session or not during hurricanes or any other emergency situation. The school will remain closed if the premises are not safe. Families, please follow radio or TV announcements.

Hurricane Category:

Category	Wind speed	Storm Surge	Damage
1	74-95 mph	4-5 ft	Minimal
2	96-110 mph	6-8 ft	Moderate
3	111-130 mph	9-12 ft	Extensive
4	131-155 mph	13-18 ft	Extreme
5	156- + mph	18 ft	Catastrophic

Hurricane Season: June 1st – November 30th



Helpful Numbers:

Emergency Evacuation

- Miami-Dade County 305-513-7700
- Broward County 954-831-4000

Utility Problems

- FPL Miami-Dade County 305-442-8770
- FPL Broward County 954-797-5000

Emergency Management

- Miami-Dade County 305-468-5400
- Broward County 954-831-3900

American Red Cross

- Miami-Dade County 305-644-1200
- Broward County 954-763-9900

Salvation Army

- Miami-Dade County 305-637-6700
- Broward County 954-524-6991

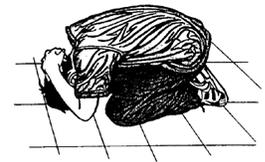
Tornado

If a tornado warning is in our area, we will:

- Take cover immediately.
- Stay away from windows, doors, and outside walls.
- Bend forward and cover back of neck as illustrated.

Weather Websites:

- www.nws.noaa.gov
- www.weather.com
- www.accuweather.com
- www.USAToday.com/weather



Emergency/Evacuation Plan

In the event of tropical storms, hurricanes, riots or other emergency situations:

1. Listen to the media for instruction. Call authorities if needed to get instruction or help.
2. Call to notify the families; what the situation is; that they should pick up children; and which route they should take.
3. Keep in touch with the Weather Bureau/Rumor Control Center at #305-468-5900.
4. Direct families in evacuation.
5. While the office is conducting the evacuation, teachers are to explain to the children the situation and how to handle themselves. Teachers will be open for questions and concerns. The children will be aware of how their families are going to be busy preparing for the situation.
6. Families should be prepared as soon as hurricane season begins June 1st. Home Depot, CVS, Publix and other local stores give free brochures on how to prepare for a hurricane. These pamphlets are generally passed out in June. Families are encouraged to stock up with supplies needed for hurricanes, so when there is a watch, families are not in a panic going to stores and having the stress of getting supplies needed for the preparation for a hurricane.
7. Families have our contact numbers, and we have theirs. We keep communication open for any counseling, advice or follow up.
8. As soon as children return, follow up discussion will occur and open conversation about concerns and counseling will be available, if needed

Extreme Heat

Living in South Florida we must take extra precaution with the heat and maintaining our children well hydrated. Although our playground has plenty of shaded areas, we encourage children to drink water and wear appropriate clothing not to overheat.

If for any reason there is a heat emergency:

- We will stay indoors as much as possible and limit exposure to the sun.
- Stay on the lowest floor out of the sunshine if air-conditioning is not available (heat rises)
- Drink plenty of water.
- Dress in loose-fitting, light weight and light-colored clothes that cover as much skin as possible.



FIRE DRILLS

We conduct monthly fire drills. Children will hear the siren and walk carefully to the meeting spot in the backyard. As we practice our fire drills, if you are in the building you will need to proceed with the class and participate in the fire drill. If a parent comes to pick up their child during a fire drill, the front office will be locked (**with a sign posted: we are having a fire drill**) please be patient and wait till we have completed our fire drill and children have returned to their classrooms safely.



We teach the children fire safety, which we encourage families to also practice at home.

Evacuation Instructions/ Fire Drills

We will practice regular, monthly fire drills. The fire evacuation plan or procedure is posted next to the door in each classroom. Each plan will have a primary evacuation (red) and a secondary evacuation (blue). Staff will practice primary evacuation daily as they go the playground and go to their meeting spot. All staff is responsible for practicing this exit route daily and go to the meeting spot daily.

Once the alarm is sounding (response and report to fire alarm):

1. If not a fire drill, Dial 9 -1- 1 and inform dispatch of exact location of fire and staff/ children status.
2. Office staff will **post fire drill sign** on the front door and lock the front door or **if there is a fire** office staff will wait in front of school outside building for fire department to arrive and take either with drill or fire: children's emergency numbers, daily attendance sheet of children/staff, cell phone and first aid kit, fence/gate key.

Evacuate Building and have staff/child/family accountability

3. Leave the building immediately, quietly, calmly and orderly exit in regular groups, Head Count continuously. One teacher in the front (guiding) and one at the end making sure all bathrooms and hiding places have been checked for children. Teachers take their playground first aid pouch.
4. Escort all children out (Children should exit in a buddy system).
5. Close all doors (to contain fire)
6. Management team cannot leave the building until clear and maintenance search the school to assist in evacuation and determine to use fire extinguisher if small fire. Never put a life at risk.
7. Do not stop for personal belongings such as purses, coats, etc.
8. Kitchen/Janitorial goes exit through starfish assisting classrooms to meeting spots
9. Front office desk: takes emergency book, post on front door: Fire Drill-locks front door and empties vestibule to assure no families, visitors, etc. are in the building (ask them to leave the building through front door). Front office desk goes with attendance and calls out head count per class assuring no child was left behind.
10. Once the class is outside going to the **designated meeting spot**, immediately head count and take attendance and account for all the children.
11. Management Lead will call by class asking Head Count, Teaching staff need to respond quickly and loud.
Example : Office calls: Pink Class
 Teacher responds:
 10 Children 2 adults OK
 Office calls: Aqua Class
 8 Children 2 Adults missing 1
 If there is a child missing, we need to immediately find. (This should never happen)
12. Once cleared: Management team: Social services goes to the office and takes sign off the door and resumes positions prior to allowing children in the building
13. Stay outside until "ALL CLEAR" signal is given by Management. "ALL CLEAR" –Management checks all classes making sure everything is okay. All classes enter may enter building in an orderly manner. Management calls one class at a time to enter, guiding their entrance.
14. Management: Education staff assist and supervises classes to enter building safely. Education remains outside till all children have entered the building.
15. All classes enter building
16. Social Services calls a head count to assure all children entered classroom.
17. Education staff does a walk thru to assure all children returned to classroom.
18. Office will document in a monthly fire drill log, noting evacuation time. This log must be posted in the office for inspection.
19. If it was an actual fire, an incident report must be filled out with details and complete accountability.

- Fire drill evacuation plans and exit signs are posted throughout the building.
- These signs and evacuation plans are in full compliance with the City Fire Department regulations.
- Every classroom needs to have an evacuation plan. Primary route and secondary route- **KNOW YOUR ROUTE!**

Stop, Drop and Roll

If you and/or your clothes catch on fire, you should



- Stop, Drop, and Roll: until the fire is extinguished.
- Running only makes the fire burn faster.
- This should be practiced with the children on a monthly basis.

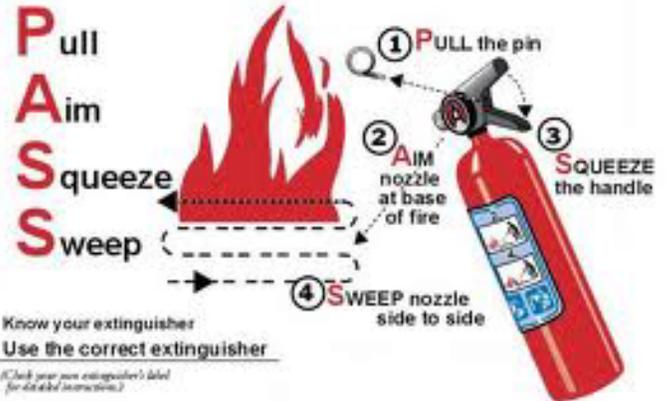


Types of Fire needs types of extinguishers

How to use a Fire Extinguisher

A		Common Combustibles	Wood, paper, cloth etc.
B		Flammable liquids and gases	Gasoline, propane and solvents
C		Live electrical equipment	Computers, fax machines
D		Combustible metals	Magnesium, lithium, titanium
K		Cooking media	Cooking oils and fats

To operate an extinguisher:



EMERGENCY PHONE NUMBERS AND DIRECTIONS

Emergency Phone Numbers	
Emergency	911
Poison Control	800-282-3171
Child Abuse Hotline	800-562-2873
Health Police Dept. (PCS)	305-687-2525
Hialeah Fire Dept. (PCS)	305-883-1232
Miami Police Dept. (TW)	305-595-6263
Miami Fire Dept. (TW)	786-331-4800

Bomb Threats/ Terrorist Threats Checklist	
<i>Do not interrupt the caller except to ask Questions to ask</i>	
1. When is the bomb going to explode? Go off? Time?	<input type="checkbox"/>
2. Where is it right now? Where is it placed	<input type="checkbox"/>
3. What does it look like? (appearance)	<input type="checkbox"/>
4. Is caller familiar with building, with our school?	<input type="checkbox"/>
5. Type of Call (Local, Long Distance, Phone Booth, Don't Know)	<input type="checkbox"/>
6. Sex (Female, Male, Don't Know)	<input type="checkbox"/>
7. Approximate Age (Under 20, 21-40, Over 40, Don't Know)	<input type="checkbox"/>
8. Voice Characteristics? (Loud, Soft, High Pitch, Deep, other)	<input type="checkbox"/>
9. Accent (East Coast, Midwest, South, West, Ethnic, other)	<input type="checkbox"/>
10. Background Noises (office machines, factory machines, street traffic, airplanes, trains, animals, music, voices, quiet, etc)	<input type="checkbox"/>
11. Use of certain words or phrases, exact wording of threat:	<input type="checkbox"/>
Take the following steps immediately after the call:	
<input type="checkbox"/> Initiate Call Trace * 67, Call return *69	
<input type="checkbox"/> Call and Report to 911	
<input type="checkbox"/> Bomb Squad: 305-668-1200	
<input type="checkbox"/> Notify your supervisor and inform Dr. Eileen Flaney 305-218-7477	
<input type="checkbox"/> Phone Number of which call is received: _____	
<input type="checkbox"/> Printed Name of person taking call: _____	
<input type="checkbox"/> Position: _____	

Next to each telephone is the emergency numbers, threat checklist and directions of how to get to the school.

This will give the information needed at hand for any emergency situation.

LOCKDOWN PROCEDURE (DEFINITION)



For some emergency's evacuation isn't a good option. This is a procedure, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building. Most commonly used when incident is occurring outside school building, or in the nearby community.

A Lock Down is implemented only when an extraordinary event occurs. This might include:

- A major fight or near riot situation
- Dangerous, unauthorized person in area (with or without weapon)
- Shots Fired or Potential for shots to be fired
- A community event that may have significant implications at the school



ACTION

- Upon being notified of "Lock Down":
- All staff immediately report to their classroom bringing any and all students in the area into that room. **Even if the students are not theirs.**
- Close, and lock all doors
- Occupants should be seated below window level, toward the middle of a room away from windows and doors
- Remain silent
- Use Phones only for emergency notification to the Police Department
- Sign will be placed that "Lockdown" is in effect.
- Only let in those that can be identified. Identify them by viewing them through a window or through the viewer in your door.
- No one can be let out of the building until "lock down" is over. Indicating that it is safe to leave the building.

For all Emergencies we call 9 1 1

EMERGENCY DISMISSAL

The closing of school because of emergencies is left to the discretion of the Director. Families will be notified if such an emergency arises and will be advised of the situation at hand.



EMERGENCY CONTACT INFORMATION

Terrorism & Emergency Preparedness Resources

Biological and Chemical Terrorism

- www.cdc.gov : The Centers for Disease Control and Prevention
- www.fema.gov : The Federal Emergency Management Agency
- www.usps.com: The United States Postal Service
- www.fbi.gov: The Federal Bureau of Investigation
- www.who.int: The World Health Organization
- www.redcross.org: The American Red Cross
- www.jama.ama-assn.org: The Journal of the American Medical Association
Bombs and Explosives
- www.atf.treas.gov: The Bureau of Alcohol Tobacco and Firearms

LIFE THREATENING EMERGENCIES ONLY	911
TO REPORT SUSPICIOUS ACTIVITY: Crime Stoppers:	(305) 471 8477
Miami-Dade Police Department non-emergency	(305) 476-5423
State Department of Health <i>Questions about health or biological substances</i>	(800) 342 3557
Miami-Dade Answer Center	305 468 5900 TDD 305 468-5402
Miami-Dade County Health Dept. <i>For information about anthrax and test results of suspicious packages</i>	(877) 385-1625 Monday - Friday 9-5
Federal Bureau of Investigation	866-483-5137
Miami-Dade Office of Emergency Management	http://www.co.miami-dade.fl.us/oe

MUNICIPAL POLICE	TELEPHONE #
Hiawah Police Department	305 687-2525
Homestead Police Department	305 247-1535
Miami Police Department	305 579-6111
West Miami Police Department	305 266-0530

Bomb Threats

http://www.fema.gov/hazard/terrorism/exp/exp_threat.shtm



Any telephone call that could jeopardize the safety of the children, family and staff should be handled with the utmost care. The FBI bomb data center suggests asking caller the below questions. Stay as calm as possible. Do not transfer the call or put the caller on hold. Listen attentively and speak politely—avoid interrupting and note the exact time of the call and exact initial words of the caller.

- Get as much information from the caller as possible
- Keep the caller on the line and record/write everything that is said
- Notify the Police and Executive Director /Immediate supervisor
- Upon decision of the police and of the Executive Director if evacuation will take in effect
- Incident report to be completed

1. A Bomb Threat by Phone

- Keep the caller on the line as long as possible. Take note of the caller I.D., voice characteristics such as age, gender and accent. Record the exact words used by the suspect. Write your observations down. Listen for background noises, such as construction, aircraft and PA announcements.
- Ask the caller when the bomb is set to explode, what kind of bomb it is and what will cause it to explode, states the Federal Emergency Management Agency (FEMA). This will help police to defuse the device.
- Signal a co-worker to call 911 and building security. When the caller disconnects, immediately notify your co-workers and begin predetermined evacuation procedures. If you happen to notice the bomb, do not touch it or attempt to move it.

2. A Bomb Threat by Letter

- Handle the letter carefully as it may still have latent fingerprints on it. The police will consider it physical evidence.
- Preserve the writing and postal marks. Take note of how the letter reached you. It could have arrived through regular mail, but also left on your desk or handed to you.
- Save all materials associated with the letter. These are critical to the police tracing it to the caller.

3. Suspicious Objects

- Clear the area immediately and notify the police, if you do come across an object or suitcase that is unattended. Explosive devices can be inserted into many common and seemingly innocuous items, such as pipes, books, radios and videotapes.
- Evacuate the building, avoiding windows and switching off lights. Make sure you do not restrict sidewalks and entrances used by emergency officials.
- Do not use a cellular device of any kind near a suspicious object, as the radio frequency pulse could set off the bomb, according to The Los Angeles Trade Technical College's "Bomb Threat Response Plan." Move a minimum of 100 yards away from the building once outside.

HOMELAND SECURITY ADVISORY SYSTEM RECOMMENDATIONS FOR SCHOOLS

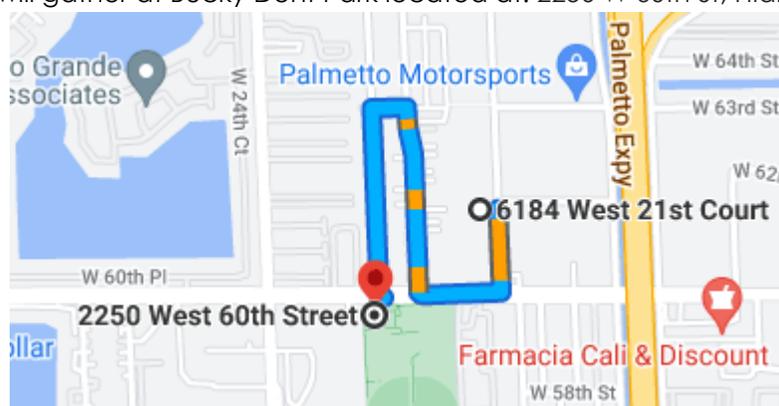
<u>RISK OF ATTACK</u>	<u>RECOMMENDED ACTIONS</u>
SEVERE (RED)	<p><i>Complete recommended actions at lower levels</i></p> <ul style="list-style-type: none"> Listen to radio/TV for current information/instructions Be alert to suspicious activity and report it to proper authorities immediately Close school if recommended to do so by appropriate authorities 100% identification check (i.e.-driver's license retained at front office) and escort of anyone entering school other than students, staff and faculty Ensure mental health counselors available for students, staff and faculty
HIGH (ORANGE)	<p><i>Complete recommended actions at lower levels</i></p> <ul style="list-style-type: none"> Be alert to suspicious activity and report it to proper authorities Review emergency plans Prepare to handle inquiries from anxious parents and media Discuss children's fears concerning possible terrorist attacks
ELEVATED (YELLOW)	<p><i>Complete recommended actions at lower levels</i></p> <ul style="list-style-type: none"> Be alert to suspicious activity and report it to the proper authorities Ensure all emergency supplies stocked and ready
GUARDED (BLUE)	<p><i>Complete recommended actions at lower level</i></p> <ul style="list-style-type: none"> Be alert to suspicious activity and report it to proper authorities Conduct safety training/emergency drills following the school's written emergency plan for all grades Ensure emergency communication plan updated and needed equipment is purchased
LOW (GREEN)	<ul style="list-style-type: none"> Conduct disaster preparedness drills Review emergency procedures and revise if needed

Alternative family gathering and child pick up

- Paradise is equipped with food supplies, and other equipment/supplies that would facilitate efforts in providing services to children and families.
- In the event sites are not operable, Paradise will contact neighboring partners and funding agencies for any assistance and support that may be available to continue providing services.

In case of an emergency evacuation, to return children to their parents in a same manner:

- Families will be notified via available notification system, (phone, text, class dojo , mail, news, etc.) to pick up children.
- We will not allow families to enter the building, we will provide pick up services- carline Plan B and we will bring the child to your vehicle.
- If the center was affected:
 - PCS: Hialeah will gather at Bucky Dent Park located at: 2250 W 60th St, Hialeah, FL 33016



In the event of an emergency situation, Paradise will use the following communication/ technological advances to communicate with its families, employees, clients, funding agencies, partnering agencies, vendors and consultants:

- | | | |
|--------------------|---------------|-----------------|
| a. Land Line | d. Website | g. Flyers |
| b. Cell phones | e. Media | h. Social Media |
| c. Internet E-mail | f. Class Dojo | (Facebook.) |

We will also provide information to local news broadcasting in Miami Dade County.



Safety

The safety of each child, family and staff of Paradise Christian School is extremely important. We need all families to abide by the rules and regulations of the center to protect all our children, families and staff.

Families that do not abide by the school rules and regulations will be asked for the disenrollment their child. We will not put our children at jeopardy at any time.

General SAFETY

- ⇒ There is only one main entrance and exit and it is supervised at all times.
- ⇒ Small classes allow teachers to get to know children better and supervise more closely.
- ⇒ All students as well as all Paradise staff use uniforms.
- ⇒ A staff member must escort all visitors. Visitors must register and have a pass to be carried at all times.
- ⇒ There is a special code/ identification to allow pick up for each child. ID's are requested. Please do not give your personal ID code to anyone. Each person needs to have their own ID in order to provide the highest quality of security for your child.
- ⇒ Staff are trained in security and safety (in the classroom, in the playground as well as in emergency situations)
- ⇒ Fire Drills are conducted on a monthly basis.
- ⇒ We will reinforce our policies, all staff are required to inform, remind and enforce the school policy to provide a safe environment for all of our children and families. Please do not take this personal and get upset....this is to protect YOUR child!
- ⇒ Do not leave unsupervised car running and do not leave children alone in the car, not even for a second. This is not safe!!
- ⇒ Please abide by our parking and drive thru policy this is for pedestrian safety.
- ⇒ If we believe you are under the influence we will not release your child.
- ⇒ Only those who have authorized pickup may pick up your child.
- ⇒ We have a safety walk thru of the building inside and out before children are permitted in the building or playground.
- ⇒ No weapons are permitted on premises, including but not limited to guns, knives, sharp scissors, pepper spray, Switch blades, etc.
- ⇒ Do not block parking lot, driveway, we need to keep clear for emergency vehicles.

RESTROOMS

We apologize; we do not allow families to use our children's restrooms. Please do not escort your child to the bathroom. We have plenty of teachers that can assist your child. This is the only way we can have complete supervision over **who is with your child**. We have a staff restroom in the hallway that you may use. Please do not take your child to the hallway restroom with you.

Items brought to school, Toys, etc.

In order to avoid conflict and unnecessary tears, children are not to bring toys to school.

We will not be responsible for toys, videos, CD's, jewelry etc... brought to school.

Items brought to school will be considered as a donation and we always need donations!

⇒

As a safety issue, we need to make sure that all toys that our children play with are developmentally age appropriate and safe. We ask everyone's cooperation in maintaining a safe environment for all of our children and not putting our children at risk. All Toys brought to school as a donation must go through the education office for approval and sanitation prior to be given to the classroom. This process is to protect all of our children!



Child Dismissal: Security: Children are released only to authorized adults



1. Authorized persons to pick up children **must be previously approved** by legal parent/guardian and Social Services by providing:
 - a. **Parent Authorization Information on child emergency card**
 - b. **Must be over the age of 18 unless they are the legal parent.**
 - c. **A picture identification**
 - d. **Fingerprint pre-registered in the Procure software program**
 - e. **Password will be provided.**
2. When a legal parent/guardian comes to pick up their child, they must have been previously cleared by Social Services with a code and **also they must be fingerprinted**. This is done by appointment only.
3. We have a software system: Procure that each family must place their fingerprint and password to get authorization to pick up their child.
4. Registered contacts will sign in and out the child (ren) by using the registered fingerprint. (this is for an additional safety precaution to protect our children)
5. Once the child has been successfully checked in/out a Paradise staff member will buzz the door open for access into the center.
6. Classroom teachers will release child to authorized parent.
7. There is a staff member supervising the front door at all times assuring that each parent will leave with their authorized /designated child. No child will leave unattended.
8. A current emergency contact sheet for each child in the center is kept in the front office to be used in the event the computer system is not in service or there is an emergency.
9. Person not authorized to pick up child:
 - a. If a parent sends a person that is not on the list to pick up a child, child cannot be released unless this person had been previously cleared- registred. Parent is called to remind them of the policy and requested to send someone whom has been previously cleared.
 - b. Parent that is not authorized arrives to pick up child. With lots of discretion, maintain the parent calm and explain that we want to assist but currently are unable to, we must abide by our school policies of authorized persons. A member of the Executive Team should be contacted to assist if possible. Family member will not be permitted to enter the school if they are not authorized to do so. In the event a parent becomes agitated staff member will call 9-1-1. Under no circumstances will child be released to any parent not authorized (child abduction)
10. As an additional precaution:
 - a. A daily attendance roster is maintained in the front office where children's names are checked for arrival and highlighted upon their departure to ensure accurate head counts at all times.
 - b. We will have a opening and closing confirmation of attendance and classroom ready to open and close.
 - c. A minimum of three times a daily, through intercom or in person a classroom Head Count is called indicating how many staff to children ratio, and this is documented. To assure proper supervision and child to staff ratio.
 - d. Teachers conduct head count throughout the day
 - e. Teachers conduct head count before transitions in and out of the classroom; example: going to playground, count children prior to going outside, once arrive at the playground, gathering children to enter and upon entering the classroom. The transition to the playground and returning from the playground requires a minimum of 4 head counts to assure no child is left behind.

Impaired Employees, Parents/Guardians or Authorized Pick Up Persons

If we have reasonable cause to suspect that any person picking up a child is under the influence of alcohol or drugs, or emotionally impaired in any way and may endanger a child, we may attempt to request if another adult be called to pick up the child.

- Remain calm and polite
- If the person becomes agitated and/or confrontational, immediately call 911
- Staff members who observe the problem will go to the nearest phone or cell phone and call 911
- Staff members will alert other staff of the problem
- Alerted staff members will close and lock the doors of their areas of responsibility

Visitor: Security

1. Upon Visitor arrival, visitor is greeted and purpose of visit is determined and verified.
2. All visitors will be required to provide office staff with picture identification.
3. The ID is photo copied and copy is placed in the duplicate copy of pass in the visitor pass log.
4. The identification is kept in the office until the visitor leaves to ensure proper accountability for all persons in the building in the case of an emergency.
5. A visitor pass is prepared from the visitor log, identifying the purpose of the visit and the visitor's full name. The pass is to be kept on the visitor's shirt.
6. Once the visitor has been processed to enter the building they will be escorted through the building by a staff member.
7. No visitor may be left in the building unattended (alone)
8. A visitor log is maintained in the front office with pertinent information such as Date, time, full name, agency and phone #, who they are visiting: child/staff and classroom/dept.
9. Visitors are not permitted to be left with a group of children, or go to restroom with child/children.
10. No purses, brief cases, bookbags or personal belongings permitted in the building.

Uniforms

School uniforms can lead to a safer school environment. When children are required to wear school uniforms, they can be identified quickly in case of an emergency and evacuation.

Some of the teasing, violence and social difficulty kids experience in schools come from social status. This is most evident in the clothes kids wear. Some parents can't afford the latest name-brand fashions. Children from lower income families become ostracized by classmates because the clothes they wear aren't "cool." With school uniforms, however, each child wears similar clothing. Parents often wind up spending less money on school clothes because the uniforms are less expensive than many clothing brands.

All children must wear school t-shirt. These shirts provide an additional security in case of evacuation, to identify where the children belong.

Equipment Safety (playground and classrooms)

1. Staff must supervise children at ALL times.
2. For the safety of our children **NO child** is allowed on the playground equipment or in the learning areas without direct supervision from an Authorized **Paradise Staff/ Teacher**. Parents/ Authorized persons are not permitted to take their child(ren) in the playground or in the classrooms during shows or at any other time. A staff member must directly supervise all children. This is for the safety of all our children.
3. Maintenance staff and Opening staff is required to conduct a morning walk thru (see Opening/closing procedure), assuring the school is safe and secure. Playground gates are locked and fence is in good condition preventing children from being able to leave premises. Playground is safe and free from debris and classrooms are safe.
4. Classrooms conduct a safety walk prior to playing, children are taught to observe: to look up, down and all around to make sure playground is clean, and equipment is in good condition. (this is an additional safety measure)
5. Paradise conducts self assessment to assure that it's playground and classrooms are in excellent condition.
6. Daily Maintenance check provides a daily safety and security check of the playground and school grounds.



The prevention checklist highlights areas of school security and maintenance that may pose opportunities for risk reduction, these are a few examples.....

Item	Security Check
Employment Screening policy & procedure	Screening process for all staff. Staff must have background clearance.
Physical Security around the building	<ul style="list-style-type: none"> • Alarm system working and have been tested • Keys to building are adequately controlled and accounted for. • Alarm pass codes change when an employee leaves the school. • Alarm & Security Codes are not shared • Exterior lighting working and is illumination is adequate. • Interior lighting (night lighting) working and illumination is adequate. • Surveillance Camera System to be able to observe and record by authorized staff only. Children's privacy will be protected not allowing any viewing of recordings by families or visitors. • Active Shooter training is provided to all staff. • No purses or closed brief cases will be permitted. Staff will be permitted to bring clear purses / book bags and stored in their lockers. • No cell phone use by visitors in the center. • No video taping by non-staff personnel in the classrooms
Access control and heighten employee awareness	<ul style="list-style-type: none"> • Doors that should remain locked from the outside during the day are kept locked and doors are checked periodically to make sure they are secure. • Trained all employees to check these doors but assign someone to check them as well. • Staff members are trained to approach and to "assist" strangers of any age who are observed in and on school property. Report any strangers. • There is a visitor log and ID badge system that has been implemented.
Train everyone to recognize and report suspicious activities on campuses.	<ul style="list-style-type: none"> • Persons taking pictures or filming school site activities questioned about their authorization to do so. • Be alert for suspicious vehicles that seem to have no apparent purpose for being on site, or that come, go and then reappear again. • There are individuals assigned to inspect the outside of the building throughout the day, and to report unattended packages or vehicles near building perimeters. • All suspicious activities will be reported and documented. • There is a routine checklists for maintenance and janitorial staff to check. • All staff purses and personal belongings will be kept in a locked locker located away from the classrooms.
Paradise allows students, teachers, staff, parents and other members of the school community to report issues anonymously, if they choose.	<ul style="list-style-type: none"> • There is a zero tolerance for verbal threats of any kind. • All threats or information about a potential threat, must be reported? • There is no such thing as a threat intended as a joke. • All students, families and staff are responsible for informing the management staff, Director about any information or knowledge of a possible or actual terrorist threat or act.
Work Closely with local law enforcement and health officials	<ul style="list-style-type: none"> • Parking regulations, particularly fire zone regulations are strictly enforced. • Have a partnership with the local law enforcement.
Staff is trained on identifying and handling suspicious packages and letters	Download the FBI advisory regarding suspicious packages from www.fbi.gov US Postal inspection service identifying suspicious packages from www.usps.gov

A Few Safety tips



1. Follow the School Speed Zone.
2. Use Crosswalk to cross the street.
3. Do not put jewelry or hair beads on children.
4. Follow the rules and regulations of the school to protect your child.
5. Set a good example for children to follow.
6. Do not use drugs or alcohol.
7. Do not text while driving.
8. Put seatbelts on.....children in car seats buckled in correctly.



Always put

safety first.....safety first.....safety first.....safety first.....safety first.....safety first.....

Emergency Dismissal

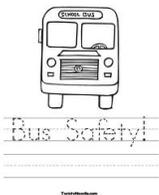
The closing of school because of emergencies is left to the discretion of the Director. Families will be notified if such an emergency arises and will be advised of the situation at hand. Families are expected to respond immediately for the safety and protection of their children. If evacuation is required please cooperate and pick up child immediately.



Opening of School

1. The designated person responsible to open the school, is responsible to check and inspect the entire building and property to assure that the school is safe and secure to begin operating.
2. When arriving at the center the staff will look around the school prior to entering the building for any suspicious or dangerous activity. If any danger is noted call 9-1-1 and notify the Executive Director immediately.
3. Enter the school and deactivate the alarm system. (Alarm protects the building content)
4. Upon deactivation of alarm system, the alarm will call and ask if everything is alright and request name and password. This is another level of security.
5. Lights and A/C are turned on.
6. Classrooms and premises are checked for vandalism and for any items that are broken, wet, or not in compliance.
7. Messages are checked, priority bin, faxes and front daily news: to see if any special instructions were left.
8. Maintenance opens the parking lot and inspects grounds.
9. Teachers open the classroom and do a safety inspection and notify the front office if cleared to open.
10. Once the school has been inspected and all is clear, then the front door is unlocked, but security lock remains on at all times and a staff must be at the front directly supervising the front door at all times.
11. Management-Office staff assures there is proper staffing to accept children.

Bus



Look at Transportation procedures.

Paradise is committed to ensuring the safety and well being of each child. All children being transported are under the authority and direct supervision of the bus driver. Procedures and safety rules help ensure the safety and protection of each child. Paradise does not provide transportation. Families may contract a bus service or may be using the bus service from the public school system. As an additional precaution for the safety and security of the children, Paradise has a few procedures in place:

1. Families must put the bus as a contact person for dropping off and/or picking up. This will allow Paradise staff to supervise the arrival and dismissal of the child.
2. Paradise will have bus information; if bus does not arrive on time, Paradise will contact the bus driver and the Parent. This will prevent a child from being left on the bus.
3. Families are encouraged to notify the center if their child does not arrive at their departure point by the expected time.
4. A Paradise Staff will escort child to bus and ensure child is placed on bus safely.
5. Paradise will have bus safety training for staff and children, this will allow children to understand safety rules of the bus such as sitting with their seat belts, not walking around, listening to the bus driver, etc.
6. If a bus is used for a field trip, Paradise will have a roster of children that went on the bus and then checked as children get off the bus upon arrival. A staff member will also check the bus completely starting from the back forward to assure no one was left on the bus.

Pedestrian Safety



We teach our children the importance of pedestrian safety. In the beginning of each school year we conduct a Pedestrian Safety workshop for families and staff. Our center is proud to have a cross walk in front of the school, which we encourage families to cross the street properly.



Head Count: Redundant supervision

1. Head Count is conducted continuously by the classroom teacher to assure proper teacher-child ratio and accountability of children in the classroom.
2. Teachers conduct Head Count during all transitions to assure proper accountability of children.
3. Social Services conducts head count a minimum of three times a day and documents to assure proper supervision of teacher-child ratio.
4. Social Services does a physical attendance, to assure proper accountability of children and confirms with computer attendance.
5. Head Count is used during emergency evacuations such as fire drills, etc. to maintain proper accountability of children.
6. Teachers conduct head count before transitions in and out of the classroom; example: going to playground, count children prior to going outside, once arrive at the playground, gathering children to enter and upon entering the classroom. The transition to the playground and returning from the playground requires a minimum of 4 head counts to assure no child is left behind.

Utility Disruption

If water, heat or electricity service is disrupted at Paradise Christian School, the Center will make every effort to remain open. However, the decision to close the Center will be based on the following factors:

- the amount of natural light in the preschool is diminished to the point where staff and children are at risk
- the temperature on the Center thermostats register 64 degrees or below or 85 degrees or higher for one hour, with no expectation of heat/air restoration in the next one to two hours, and/or the room conditions prevent adequate ventilation and breathing
- the main phone line will be inoperable and no auxiliary cellular phones are available
- the nutritional needs of children cannot be met
- live wires require the immediate closing of the Center and transfer of children
- loss of water that disrupts appropriate hand washing and toileting with clean running water for more than one hour

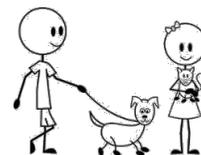
Certain staff members will be designated by the Executive Social Services Lead to assist calling parents/guardians and/or starting a phone tree to inform them of the situation after one hour of disrupted service per the Executive Director's/ Executive Program Director's decision to close the Center.

Animal Disturbance

For animal disturbance incident, the following procedures should be implemented:

1. The Executive Director and/or Site Directors will initiate immediate response actions, which may include:
 - a. Lock down
 - b. Evacuation of building
2. Upon discovery of the animal, staff members will keep students and staff away from the animal
 - a. If animal is outside, keep students inside.
 - b. If animal is inside, keep students outside or in an area away from the animal.
3. If additional assistance is needed, call "9-1-1" and provide the location of the animal and nature of emergency.
4. If the animal injures someone, call 9-1-1, conduct first aid, call parent.

Miami Dade County Animal Services (dogs/cats): 305-884-1101
Humane Animal Removal for Cats: 305-232-1100
All pine farms: 1-800-668-6602 (Bees)
Pesky Critters Wildlife: 305-255-7296 (fee apply)



Missing Child

- Once an initial search has been made of the center and rapid attempts have been made to confirm if the child has been picked up by a family member, call 911
- Conduct another search of all areas of the center, including closets, cabinets, etc. and the immediate surrounding area
- Make all other required notifications
- Continue searching while waiting for the police to arrive.
- One staff person will be designated to remain at the center specifically as the point person who can gather information/description of the child to share with authorities.
- Look at the Surveillance cameras at last place child was seen and search location.

Redundant procedures to ensure no child is left alone

- Upon entering the building, Families clock in and out of pro-care system, we compare the clock in with our manual attendance form to assure that all children present are accounted for. As well as anyone picking up the child is authorized to pick up the child. We have a check in/ out system that verifies approved pick up person. Social Services does a physical attendance, to assure proper accountability of children and confirms with computer ProCare attendance.
- Morning through intercom: Head count is requested by office and written in Head Count Verification form, this is compared to pro-care head count and/or manual attendance. This attendance is also used to complete the Kitchen meal count form. Within one hour of cycle time all children need to be accounted for, it is important if your child is going to be absent to class do so your child's teacher before the cycle begins explaining any absences. This policy helps to protect that no child was left in a families car or bus.
- Mid- morning, social services/management staff goes to the classroom and conducts a physical head count using the manual attendance to verify children that are present. Head Count is verified by # of children ratio to # of teacher ratio. The office staff then verifies the manual attendance with our ProCare System attendance.
- Teachers do Head Count continuously, and know they are asked a minimum of 3 times a day and can be asked at random and they need to know the Head Count at all times. Head Count is conducted continuously by the classroom teacher to assure proper teacher-child ratio and accountability of children in the classroom.
- Head Count is done upon any child entering and leaving the classroom, during transition in and out of the classroom, upon entering the playground, upon leaving the playground and throughout the day to assure proper accountability of children. Teachers conduct head count before transitions in and out of the classroom; example: going to playground, count children prior to going outside, once arrive at the playground, gathering children to enter and upon entering the classroom. The transition to the playground and returning from the playground requires a minimum of 4 head counts to assure no child is left behind.
- Afternoon physical Head Count is conducted with manual attendance to verify children in aftercare and late pick up. The manual attendance is then verified with the ProCare System.
- At close of day, each teacher does a verification check of their classrooms to assure no child is left. The teacher calls the front office stating their classroom is ready to close.
- At the end of the program day ProCare and Manual attendance is verified to ensure that all children are signed out.
- Last supervisor does a walk thru of the entire center to assure that no child was left behind.
- Head Count is also used during emergency evacuations drills such as fire drills, etc. to maintain proper accountability of children and practice safety measures.

Classroom Pets/ Nature's Paradise

Pets in the Preschool Classroom



The health benefits of animals have been praised for years. Pets lower blood pressure, relieve stress, and prevent depression. Many families have pets for these exact reasons, but what about the educational benefits? Many teachers shy away from using pets as a supplement to their curriculum because they worry about the care involved, but preschoolers can learn so many things by being exposed to animals.

Caring for a pet teaches responsibility and empathy. Preschoolers are used to parents and teachers doing things to help them but they do not get many opportunities in their lives to take care of others. Beings responsible for the care of a classroom pet will raise a child's self-esteem and teach them a wonderful character trait that will help them for the rest of their lives.

Preschoolers can learn about the life cycle first hand. Sadly many children have already experienced the death of a loved one. Death brings complicated emotions for anyone, but preschoolers have a particularly hard time coping. If a classroom pet dies it is upsetting to preschoolers but it can be used as a valuable teaching experience to prepare them for harder things that they may face down the road.

Animals get preschoolers excited about learning. Early in a child's educational career, it is important to instill in them a love of learning. They need to explore new interests and expand their view of the world. All it really takes is finding one thing that they are passionate about to set them on the right track.

Pets can relieve stress in the classroom. No one learns well when they are tense and preschoolers are no exceptions. There will always be things in the classroom that cause stress, but animals may provide an outlet for kids that are struggling. Watching a fish tank can be extremely relaxing. A worked up preschooler can be calmed by watching the peaceful movements of the fish.

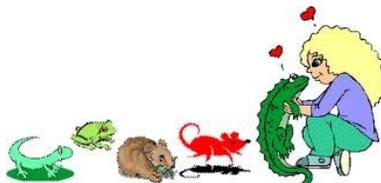
Consider the care a pet will need. Whatever you choose for your classroom pet, be sure that you have the time and the resources to meet any needs that may arise. Find out what the life expectancy of the animal is. Make sure the diet they require is one that you are comfortable with. Some pets eat live food such as crickets. Sick animals may need to be cared for by a vet. It is better to know what the problems may be before they come up.

Choose a pet that is a good fit for your preschoolers. Do the research before choosing your class pet. Some popular choices are hamsters, rabbits, fish, birds, guinea pigs, turtles and frogs. Hamsters can be put in a ball to run around the room but they can bite if handled roughly. Fish require minimal care and are protected from anxious hands by the glass of the tank. Avoid pets that are likely to show aggression towards preschoolers and make sure that none of the children that will be near the animal have allergies.

A classroom pet can be a wonderful addition to a preschool program if you make a choice that meets all the needs of your class.

All animals

will be properly cared for and treated humanely, responsibly, and ethically.



We have 2 wonderful projects involving animals and pets.

- 1. Classroom Pets:** Each classroom will have a "class pet". This pet needs to be approved by the teacher and the director. Each Classroom needs to fill out an Animal Registration form to be maintained by the facility manager and education department. As we must maintain strict guidelines in following the Department of Health, Florida Department of Children and Families, NAEYC guidelines state NO reptiles in the classrooms.

NAEYC Guidelines on Classroom Pets:

Classroom pets or visiting animals appear to be in good health. Pets or visiting animals have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if the animal should be so protected) and that the animal is suitable for contact with children. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. Program staff make sure that any child who is allergic to a type of animal is not exposed to that animal. **Reptiles are not allowed as classroom pets because of the risk for salmonella infection.**

We are not permitted to have reptiles as classroom pets: such as turtles, lizards, and snakes.

Pets we are allowed (with Teacher and Director prior permission and an animal application filled out)



Amphibian	Frogs
Mammals	Hamsters, Gerbils Note: Must have complete development housing
Insects	Beetles, Butterflies, Snails
Fish	Assortment of fish, Aquatic frogs, aquatic snails (fresh or salt water)
Birds	Generally all of them
Exotics	Will not be in the Classrooms it will be in the Nature's Paradise project area under close and proper supervision.

NSTA (national science teacher association) recommends that teachers



- Educate themselves about the safe and responsible use of animals in the classroom. Teachers should seek information from reputable sources and familiarize themselves with laws and regulations in their state.
- Become knowledgeable about the acquisition and care of animals appropriate to the species under study so that both students and the animals stay safe and healthy during all activities.
- Follow local, state, and national laws, policies, and regulations when live organisms, particularly native species, are included in the classroom.
- Integrate live animals into the science program based on sound curriculum and pedagogical decisions.
- Develop activities that promote observation and comparison skills that instill in students an appreciation for the value of life and the importance of caring for animals responsibly.
- Instruct students on safety precautions for handling live organisms and establish a plan for addressing such issues as allergies and fear of animals.
- Develop and implement a plan for future care or disposition of animals at the conclusion of the study as well as during school breaks and summer vacations.
- Shelter animals when the classroom is being cleaned with chemical cleaners, sprayed with pesticides, and during other times when potentially harmful chemicals are being used. (cannot use regular chemicals to clean animal cages, must be approved cleaning agents)
- Refrain from releasing animals into a non-indigenous environment.

Teachers are to educate students how to love and care for these animals, and protect the animals from any harm.



2. Nature's Paradise:

" As the children receive the calmness in watching a flower flow with the wind and listening to the drops as we water the plants instills a sense of tranquility, which can be impossible to find in today's hectic society. This therapeutic environment allows emotional growth and development as well as a literary enriched environment that will inspire an interest in Nature. Children interactively get involved in the maintenance and care of this special area where they can also enjoy bringing things to share with their friends such as a sand dollar."

Objectives:

- To provide a therapeutic environment to allow social-emotional growth and development.
- To provide a literary enriched environment that will inspire an interest in Nature.
- To provide an experience to develop and appreciation and understanding of Nature
- To provide opportunities for children to expand their knowledge and vocabulary while enriching their minds with an appreciation for science and nature.



Nature's paradise is divided into two sections: Animals and Plants

Section 1: Animals

Consists of a variety of animals with cages, feed, water dishes, vitamins, entertainment & development items, in addition to descriptive charts/books with information on care. At times that are difficult to express communication with adults or peers, children often are better able to express themselves through imaginative play or interactive play with animals. Language skills will be encouraged through this literary enriched environment. One very unique of stimulating speech delays is to allow a child to become a "teacher" and assist in teaching a bird to talk. This will do wonders for a child's self-esteem; which is an area too often neglected. The social emotional growth of a child can be nurtured through the development of empathy as they assist in the care of the animals.

A child that may be selectively sensory impaired can benefit from the extraordinary methods in which this environment stimulates the other senses. The soothing response to sharing a tender moment cuddling a rabbit or smelling a flower is irreplaceable. This will expose children to the responsibilities involved in pet care and the self-gratification of a job well done as we experience firsthand the beauty of nature and its reproduction.



Section 2: Plants/Flowers/Gardens

Many children live in apartment buildings and are not exposed to much of nature's beauty; therefore, we attempt to bring a little bit of nature's beauty to them through "Nature's Paradise"; with a display of plants, flowers and trees (with labels) and reference charts/books, children expand their knowledge and vocabulary while enriching their minds with an appreciation for science and nature.

The calmness in watching a flower flow with the winds and listening to the drops as we water the plants instills a sense of tranquility, which can be sometimes impossible to find in today's hectic society. Fine motor skills and counting skills can be strengthened through weeding and inventory and daily care of nature. Directional skills can be exercised through the systematic routine care of the plants/flowers.

Health and Safety Issues

These guidelines are not to take the place of your states or locality's child care regulations and laws. They are just general tips for protecting the health and safety of the children.

- **Be sure the pet is in good health, shows no evidence of disease, and is friendly toward children.**
- **Keep the animal's cage, bed or nest clean at all times. All pet waste should be disposed of immediately.**
- **Only allow children to handle the pet when you can supervise them.**
- **Show children safe behavior. They need to learn not to tease or harass the pet.**
- **Be sure to alert parents before they enroll their child in your class. Some children have allergies or fears of that animal.**
- **Everyone must wash their hands before and after handling pets or pet items.**



Animals and Florida laws

Guidelines for Animals in the Classroom

Experiences with live animals in the classroom can provide excellent learning opportunities and encourage respect for life. Teachers should be aware of student allergies and not keep animals that cause problems for sensitive students. The decision to keep live animals in the classroom requires compliance with Florida laws, Florida Game and Fresh Water Fish Commission rules County School District policies. Some of the regulations from these agencies are summarized below.

1. Protected animals (such as indigo snakes, gopher tortoises, alligators and American crocodiles) may **not** be kept.
2. No more than two box turtles and/or one Florida pine snake may be kept.
3. Venomous animals may **not** be kept.
4. These animals may be kept without a permit:
 - i. Reptiles (except protected species)
 - ii. Gerbils, rats, mice, rabbits, guinea pigs, and hamsters
 - iii. Amphibians
 - iv. Parakeets, canaries, love birds, cockatiels, finches, myna birds, doves (ringed, ruddy & diamond), button quail
5. All aspects of animal care and treatment shall be supervised by a qualified adult who is Knowledgeable about research methods, biology, care and husbandry of the species being Studied.
6. Animals must be housed in clean, ventilated, comfortable environments appropriate for the species.
7. Animals must have adequate lighting, humidity and controlled temperature
 - a. All animals must have proper Housing Requirements for Common Classroom animals.
 - b. Proper care for the animals must be provided at all times, including weekends, holidays And vacation periods.
 - c. Behavior studies should use only reward (such as providing food) and not punishment in Training programs. When food is used as a reward, it should not be withheld for more than 12 hours.
8. The feeding of live vertebrate animals to reptiles should not be viewed by students.
9. Adequate plans should be made to control unwanted breeding of classroom animals.
10. Appropriate plans should be made for future care of animals at the conclusion of the study. As a general rule, laboratory-bred animals should not be released into the wild as they may disturb the natural ecology of the environment.
11. Animals should be ordered from reputable suppliers when they are to be used in class experiments to minimize the risk of parasites and diseases. Only those animals that appear to be healthy should be kept in the classroom. Should an animal show any signs of illness, it should be isolated from the other animals.
12. Pregnant or nursing animals should not be handled or disturbed. Even the tamest animal may inflict a painful bite.
13. The wearing of heavy gloves is recommended when handling animals that may become excited, such as untamed rodents or new additions to a cage.
14. A student bitten by an animal should be attended to in accordance with school procedures and sent to the school clinic with an accident report. The animal must not be destroyed, but should be kept isolated until any required examination is performed.
15. Dried wing scales and exoskeletons from insect collections, mammalian hair and dander and toxic secretions of many animals have all been implicated as allergens.
16. If animals of suspect origin are handled, protective gloves must be worn.
17. After handling any animal, hands should be thoroughly washed.

Animal Care Resources

Will be available on-line and books will be available in the resource library.

Injured Animals and the Teacher

Wild mammals and birds, whether healthy or injured, brought in by students should not be accepted by the teacher for classroom housing. However, students continue to bring sick or injured animals to the science teacher with the expectation of humane and knowledgeable help. Educators may encourage respect and concern for the well-being of animals by offering assistance, but must protect students from potential hazards such as disease transmission or infections from bites. The injured animal should be isolated until it can be transferred to a licensed rehabilitator. The Florida Game and Fresh Water Fish Commission regulates licensed rehabilitators for the care and rehabilitation of injured animals and prohibits the possession of sick or injured wildlife by unlicensed persons. Contact Animal Control for assistance in locating a licensed rehabilitator.

Snakes and other reptiles

The snake is for viewing only. We clean the cage, give water and feed the snake when there is no children in the building. The tank has a lock on it to secure the snake does not get loose. Our snake is super friendly: Gerald and has been with us for many years. He is a Python and the children love to look at him move throughout the cage.

Childhood in the Garden

School gardens **provide children with a real-time look at how food is grown.** There are different models for how these gardens work, but in many, children of different ages have regular lessons in the garden, learning how to grow, harvest, and prepare a variety of fruits and vegetables. **All plants must be non-poisonous and we are required to have each plant labeled with it's name.**

Teachers and families may use gardening as a way to bring young children to meaningful contact with the diversity of nature and society. Explore the important role of the garden as a place for play, inquiry, and building relationships. Gardening is a great physical development activity. Young children can practice locomotor skills, body management skills and object control skills while they move from one place to the other carrying tools, soil and water.



Each classroom will grow a Vegetable-Fruit Garden and care for it daily. We will get our vegetables and fruits and make a special treat to enjoy together.

Helpful Resources

- Growing a Green Generation: A curriculum of gardening activities for preschool and kindergarten children <http://horticulture.unh.edu/ggg.html>
- Preschool Books by Theme: Gardening with Preschoolers <http://books.preschoolrock.com/index.php/preschool-books-by-theme/gardening-with-preschoolers-2>
- Kidsgardening.org <http://Kidsgardening.org/>
- <https://www.ufseeds.com/florida-vegetable-planting-calendar.html>



Edible Garden Planting begins	Fruits	Vegetables
August-September	Tomatoes, Cucumbers, Bananas, Tangerines, Zucchini	Broccoli, Beets, Carrots, Eggplant, Asparagus
October-February	Squash, Watermelon, Tomato, Oranges, Strawberries,	Beans, Corn, Cabbage, Turnips, Celery, Lettuce
March-June	Cantaloupe, Grapefruit, Mango, Pumpkins, Melon	Cauliflower, Sweet Potatoes, Potatoes
All year	Avocado, Guava, Lime, Lemon, Beans	

Avocado Project

We are very proud of our Avocado Project sponsored by FIU Neighborhood Help, and motivated by Virama Oller. We will be growing avocados in each classroom as well as in the Avocado Garden. We encourage all families to grow an avocado tree at home, you do not have to have a yard to grow a tree!

Grow An Avocado Tree!



There's nothing more fun than growing your own Avocado Tree!

How do I do it? Open the avocado and remove the pit from the center. You can eat the fruit of the avocado -- it's yummy and is full of nutrients!



Wash the avocado pit under cool running water, you don't need soap to clean it. With your fingers gently wipe away and remove any of the green fruit that might be on the pit. Rinse it well and then blot it dry with a [paper towel](#).

Carefully push three toothpicks into the thickest width of avocado, you want to push the toothpicks into the pit about a 1/2" deep. (It's okay if you push them in deeper or even a little less) The toothpicks will help suspend the avocado pit in water and keep the top part of the pit in fresh air and the fat base of the pit under the surface of the water.



Suspend the pit over a glass filled with water. The toothpicks will rest on the rim of the glass and hold the pit in place so it doesn't sink to the bottom. Always check the water level in the glass and see that the water is covering the fat base of the pit by about an inch depth. If the water is below that level you'll need to add some more.

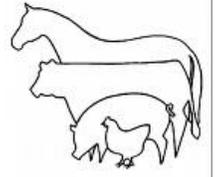
Place the glass in a bright windowsill. In about three to six weeks the top of the avocado pit will begin to split and a stem sprout will emerge from the top and roots will begin to grow at the base.

When the stem grows to about five or six inches, pinch out the top set of leaves. In another two or three weeks new leaves will sprout and there will be more roots.

It's now time to plant the young avocado tree.

Paradise Christian School

REGISTRATION FOR ANIMALS IN THE CLASSROOM



Location / Class _____

Responsible Teacher's Name _____

Type of animal(s) housed _____

Number of animals housed. _____ When (approximate dates) _____

Where was/were the animal(s) obtained? _____

What do they eat? _____

Do they need to be vaccinated/vet visit? _____

Please review the list of provisions for animals in the classroom below and check off all those that you have followed and have plans in place to provide:

- Suitable enclosure (sturdy cage/enclosure, adequate space, out of direct sunlight, out of drafts)
- Appropriate food and water supplies and containers
- Appropriate non-allergenic bedding materials
- Information sheet attached for proper animal care and handling of this animal
- Enclosure is adequately enriched
- Hand washing station and supplies are accessible to students
- Plans for extended weekends, breaks, and holidays, hurricanes, natural disasters (please describe below)

I have reviewed and agree to follow the NSTA Guidelines for responsible use of animals in the classroom and the regulations set by the Florida Department of Health, Florida Game and Fresh Water Fish Commission, Florida Department of Children and Families, Paradise Christian School and the NAEYC accreditation guidelines.

I have reviewed and agree to follow the hand washing procedures/ guidelines.

Teacher's Signature _____ **Date** _____

Director's Signature _____ **Date** _____

- Attached: Inventory: Picture and information sheet**
Maintenance is responsible that all animals/pets must be maintained and observed on a daily basis.
Quarterly inventory of animals must be turned into the Administration.

Family Resources

ABUSE

Florida Child Abuse Hotline	1-800-96-ABUSE
Child/Adult Registry	1-800-342-9152
Parent Anonymous	1-800-FLA-LOVE

ALCOHOLICS ANONYMOUS

Dade County	305-461-2425
Line Help/In Care Hospital	1-800-252-6465

BIRTH and DEATH CERTIFICATES

Dade County	305-324-2489
State	1-904-359-6900

CHILD SUPPORT ENFORCEMENT

Dade State Attorney's Office	305-530-2600
General Information	1-800-622-KIDS

CRISIS INTERVENTION

Switchboard of Miami	305-358-HELP
Drug Abuse (Dade)	305-377-5029
Foster care Information	305-377-5029

CHILD and FAMILY SERVICES

County Information	305-325-2500
State Information	305-377-5068

HELP and ASSISTANCE WITH SPECIAL NEEDS

Early Steps (under 3)	888-624-7837
Child Find for Children 0-5 (FDLRS)	305-274-3501
Parent to Parent of Miami	305-271-9797
CCDH	305-596-1160
Child Care Information	305-373-3521

SOCIAL SERVICES

Self-Help Institute	305-349-7800
Public Housing	305-757-2830
Team Metro Hotline	305-636-2333
Growing up drug free	800-624-0100

FAMILY RESOURCES

Child Development Services	305-626-7969
Teach more/ Love more	305-646-7228/ 211

BREASTFEED SUPPORT

www.la lecheleague.org	www.breastfeeding.com
www.nursingmoms.net	www.parentingweb.com



SUPPORT GROUPS

Aids	800-FLA-AIDS
Diabetes Support	786-596-3696
Attention Deficit Disorders	305-661-0373
Addiction Treatment	305-662-8118
Behavior/Medical Problems	305-448-8325
Health Start Coalition	305-541-0210
Living without Limbs	www.livingwithoutlimbs.org
International Disability Center	www.ionandfriends.org
Asthma	305-595-0109
Autism (CARD)	1-800-928-8476
Alzheimer's Association	1-800-272-3900
Developmental Handicap	305-594-4466
Epilepsy	305-670-4949
Multiple Sclerosis	1-800-532-7667
Stress Management	305-661-4423
Red Cross	305-644-1200
United Way	305-860-3000
Victims Advocates	305-285-5900

HEALTH CARE

Clinics - General Appointments	305-585-6000
Clinics - Rehabilitation Appointments	305-585-6262
Community Health Education Programs	305-994-9268
Crisis Intervention: Switch Board of Miami	305-643-8140
Emergency Care Center	305-827-3303
Florida Kid care	888-540-5437
CITRUS (Mental Health)	305-424-3120
Patient and General Information	305-585-1111
Private Patient Referrals	305-243-5757
Private Pediatrics Referrals	305-243-5757
Rape Treatment Hotline	305-585-7273



If you think you can,
YOU CAN!

If you think you can't,
Think AGAIN!

Emergency/Crisis resources

Homeless Prevention : Miami Coalition for the Homeless
Utilizing a combination of resources the City has a program designed to assist families and individuals that are faced or are in the verge of homelessness. Since its inception back in 1987, the City has provided emergency shelter, case management, supportive services, one time utility payment assistance, rental assistance, legal services, food vouchers, household goods, etc., in an effort to assist homeless families and individuals to overcome their crisis and ultimately, attain self-sufficiency. For information, please contact: 1-877-994-4357

Hialeah Housing Authority

<http://www.hialeahhousing.org/>

Hialeah Housing Online contains information about housing, online applications and information

Florida Crisis Support

<http://www.southflorida.com/sfparenting/sfe-sfp-crisis-support.0.2224065.story>

Food

Daily Bread F.B.- 305-633-9861
Farm Share- 305-246-3276
Salvation Army- 305-637-6720



Shelters

Family Homeless Assistance Center- 305-329-3000/305-416-7143
Men Camillus Housing- 305-557-4840
Emergency Housing- 305-245-5011
Men New Life Family Center- 305-573-3333
Women Douglas Gardens- 305-531-5341

Clothing

St. Vincent de Paul- 305-885-2788
Pierre Toussiant- 305-759-3050
Pass is on Ministries (written referral on letterhead needed)
305-681-1594

Switchboard of Miami Crisis Hotline 305-643-8140

<http://www.switchboardmiami.org/index.html> For more than thirty-five years, Switchboard of Miami, a private, nonprofit, multi-service agency, has provided the Miami-Dade community with comprehensive telephone crisis counseling, suicide prevention, information and referral services 24 hours a day, 7 days a week, 365 days a year. In addition, the agency offers free individual and family counseling services, as well as school based prevention programs for high-risk youth and their families.

Team Metro - Passport Information

<http://www.miamidade.gov/teametro/passport.asp>
Provides information on how to obtain a U.S. passport

Social Security Administration

<http://www.ssa.gov> Official website of the U.S. Social Security Administration with information on retirement, Medicare, disability and social security insurance, widows and widowers. Find forms, publications, contact information, and more.

Florida Bar Association

<http://www.flabar.org/> Find a lawyer, or information on various legal issues, at the website of the state's professional and regulatory organization for lawyers.

U.S. Citizenship and Immigration Services

<http://uscis.gov/graphics/index.htm> Find information on obtaining a green card and making an appointment with an immigration information officer, as well as forms, contact information, and frequently asked questions.

Abuse Hotline

State hotline for reporting abuse, neglect, or exploitation of children
800-962-2873

Alcoholics Anonymous www.aaonline.org

Miami-Dade County 305-461-2425
Broward County 954-462-0265



Substance Abuse

<http://www.samhsa.gov>

The Substance Abuse and Mental Health Services Administration (SAMHSA) has established a clear vision for its work -- a life in the community for everyone. To realize this vision, the Agency has sharply focused its mission on building resilience and facilitating recovery for people with or at risk for mental or substance use disorders.

Miami-Dade County Domestic Violence Services

http://www.miamidade.gov/dhs/youth_domestic_violence.asp

Miami-Dade County's Department of Human Services (DHS) provides crisis intervention and safespace shelter for victims and families of domestic crimes. Other services include counseling, information and referral to other services, transportation, emergency financial assistance, emergency food and clothing, and advocacy and support.

Safespace

Support for women dealing with domestic violence. Services are free and confidential.
305-758-2804

Women in Distress-Crisis Line

Comprehensive services include counseling advocacy and emergency shelter for battered women and their children.
954-761-1133

Women, Infants, and Children (WIC)

<http://www.doh.state.fl.us/family/wic/index.html> WIC is a federally funded nutrition program for Women, Infants, and Children. WIC provides the following at no cost: healthy foods, nutrition education and counseling, breastfeeding support, and referrals for health care.

LIHEAP Low Income Home Energy Assistance Program

Community Action Agency provides assistance with utility payments to individuals and families through the Low Income Home Energy Assistance Program. The program provides assistance in three categories:

- Home Energy Assistance
- Crisis Assistance
- Weather-related Crisis Assistance

The Home Energy Assistance category is designed to assist eligible households in meeting the cost of home energy. The Crisis Assistance category is designed to assist eligible households in resolving home energy emergency. The weather related crisis assistance is designed to assist eligible households in resolving a home energy emergency caused by a specific weather related emergency such as declared by the governor. Additional information regarding this program and the qualifications for participation is available by contacting CAA Community Enrichment Centers at (305) 347-4685.

Rental Assistance Program

Emergency Food and Shelter Assistance (EFSA) is utilized to assist individuals and families in need of EMERGENCY assistance with issues regarding payment of utility bills, rent and mortgage payments and also provides temporary shelter and food. This service is available at the following Community Enrichment Centers:

Community Enrichment Centers		
	Address	Phone
Liberty City Community Enrichment Center	6100 NW 7th Avenue	(305) 756-2830
Goulds Community Enrichment Center	21300 SW 122 Avenue	(305) 233-2121
Accion Community Enrichment Center	858 West Flagler Street	(305) 547-7713

Transportation : 305-681-5757

Hialeah Transit: This bus arrives at the Social Security Building next to Paradise in Hialeah.
Mon-Fri: 6:00am-7:30pm Holidays: 9:00am-3:30pm

Advocacy



Advocating in your community involves speaking up to make positive differences in community building. **Here in Paradise we believe in voicing the rights of our children and improving the quality of care for children, families and the community.** Partnerships between parents, programs, and community organizations affect the level of care our children and families receive. Advocating for the community, children and families is an important part of ensuring that children are provided the most appropriate education and care. Margaret Meade once said, **“Never doubt that a small group of thoughtful committed citizens can change the world. Indeed it is the only thing that ever has.”** Advocating in your community involves speaking up to make positive differences in community building.

Advocacy is about:

- Having your own choice.
- Representing your needs.
- Making your views known.
- Gaining access to services.
- Offering support.
- Providing you with information.



Advocacy is not about:

- Telling you what to say or do.
- Forcing ideas, opinions or beliefs onto you.
- Advocacy cannot solve all people’s problems but it can ensure that people have their views heard and respected and give them a say in any decision-making process which may affect their lives.

We are our children's voice; we must vote and protect our children's rights. We will try to keep you informed of children's issues and keep involved legislatively. Remember to Vote!

Know who your legislators are: <http://www.flsenate.gov/Legislators>



Paradise Christian School

6184 West 21 Court, Hialeah, Florida
 Zip-Code: 33016-2654
 County Commissioner District 12
 Congressional District 21
 Florida Senate District 40
 Florida House of Representatives District 102
 School Board District 4

Vote For Me

By: Eileen Fluney

VOTE for me!
 I'm only three.

Politics don't see ahead.
 "It's my future", I said.

What happened to "My Country tis if thee".
 I want to be set free.

Free of scandal, promises and lies.
 Can't they see I need them; won't you be my guides?

It's not my fault I am poor, my friend has no mom or Dad.
 They say we need no more funds; I find this very sad.

Do you care? About us Kids! Do you really care?
 Then talk real loud, vote real strong so all can be fair.

VOTE for Me!
 I'm only three.

You know I cannot Vote, till I'm eighteen.
 I'm counting on you, give me rights, you know what I mean!

My future depends on what you do!
 So vote for Kids! Do you know WHO?

VOTE for Me!
 I'm only three.

A	Accessibility	
D	Decision Making	
V	Voice your needs	
O	Options Available	
C	Choices	
A	Advise	
C	Confidence	
Y	Your say	

Can I count on You?

A Day in Paradise... *Daily Learning Experience*

By Genevieve Springer-Pared

“Good Morning”

Says the teacher as the child gives a hug and goes to play without a tug.



Circle Time

Children gather around to talk about the day
As each of them have something very important to say



Outdoor Play



Together we grow and practice the rules
as we explore and learn to use the right tools

Learning Centers/Areas



Language

Plans, working and reviewing: what have they been doing?
Playing, learning and having fun: what should they be doing?

Reading a book alone or with a friend
puppets and phones make it fun to pretend



Drama

Dress up to pretend mom or dad
Learning to do for myself makes everyone glad



Fluid Play

Splashing, measuring and pouring
Math & Science is anything but boring



Art

Gluing, cutting, painting and pasting
Everything here goes without wasting



Discovery

I am measuring, Observing and comparing
but best of all I am learning about sharing



Block

Being imaginative and creating a scene,
working together we even learn to help clean



Time to Say Goodbye



Social/Emotional Development

In each child's work they take pride
and learn that their feelings should not hide.



Individuality

Challenging each child is an everyday must
while enriching them and developing their trust.



Family Meetings

Masterpiece collections of works and art
discussing achievements with their best at heart.