



brightpath
EARLY LEARNING & CHILD CARE



Millrise Moments
January 2018

Dear Parents,

A huge thank you to all of the children and parents who brought some hope and wealth to some needy families with our Christmas tree of warmth and 24 shoe boxes that we donated for Operation Christmas.

We would like to thank all the parents and grandparents who came to our Christmas party this year. Santa Christmas Craft Was a HIT!

Thanks to all of the parents who filled the holiday sheets.

Please be courteous when parking outside. NO illegal u-turns and please make sure you park on the road not the grass.

We would like to wish all the children and staff who celebrate their birthdays in January a Very Happy Birthday.

The cold weather is here, we will still continue to play outdoors. All children need to have a warm jacket, snow pants, hat, mitts and boots. Please ensure these children also have a pair of indoor shoes that need to stay at the centre. It is vital that all winter gear is labelled in order for it not to be misplaced or taken home by another child/children.



Dates to Remember:

January 1st - New Year's Day (Closed in Lieu)

January 2nd - Science Fiction Day

January 6th - Feast of the Epiphany

January 11th - Sir John A. Macdonald Day

January 14th - Orthodox New Year
January 15th - Martin Luther King Day
January 16th - Appreciate a Dragon Day
January 17th - Kid Inventor's Day
January 18th - World Day of the Snowman
January 20th - National Cheese Lover's Day
January 25th - Robbie Burns Day
January 25th - Opposite Day
January 27th - Family Literacy Day
January 29th - Puzzle Day
January 31st - Backwards Day

On behalf of all the staff here at BrightPath Millrise, we would like to wish you and your families Best Wishes for 2018.

Frog Street Nursery: Respecting Your Baby's Acute Senses (see attached)

Frog Street Toddlers: Colours and the last 2 weeks of January Shapes and Sizes (see attached)

Frog Street Preschool: Choices first 1 week and Stories and Rhymes last 3 weeks (see attached)

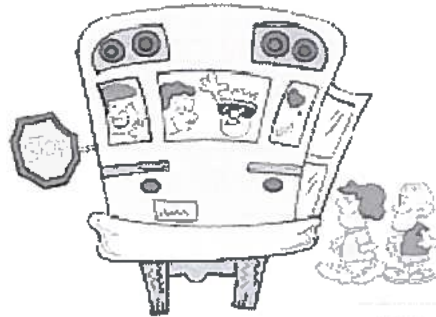
Policy of the Month: Bullying (see attached)

Recipe of the Month: Lemon Poppy Seed Loaf or Muffin (see attached)

Kindergarten registration starts in January 2018.

Parents with children eligible for Kindergarten 2018-2019 (Students must be 5 years old by February 28th 2018)

For our Catholic School we bus to Our Lady of Peace and for the Public School we bus to Janet Johnstone. Please register the children for the PM class because we only transport Kindergarten children in the PM.




Parent Involvement
Committee

This is an opportunity for families to assist in the organization of family activities at the Centre and this is a requirement of the Alberta Accreditation process. If you would like to know more about how to volunteer or what it entails, please let me know. I have been communicating by email with the families on this Committee. Please let me know if you would like to be a part of that email list as well.

Quality
Enhancement Plan
(QEP)

A quality enhancement plan is a set of goals that we believe will strengthen our program. As part of our Accreditation Process we created strategies that need to be completed at certain times during the year. I am happy to say that we completed all of our Intermediate Strategies and our Long-

When you
Enter this
Loving school
Consider yourself
One of the special
Members of an
Extraordinary family



Term Strategies. As well as many ongoing strategies, some strategies that you will see implemented in the coming months are:

Inviting Parent Link or other organization to come and do a presentation to the families.

Create a map of the surrounding community showing schools, library, train station, churches, community center, cultural centers, parent link center, recreational facilities, hospital etc. We will have Accreditation Visit us this March, so we are again creating strategies for the next three years.

We are always looking into making to program better so if anyone has ideas for the QEP that would be wonderful.

We are always looking for paper to be donated. If anyone has any resources that we be greatly appreciated.

We are always looking for difference workshops for staff and parents, if anybody has any ideas or knows someone please get in touch with me.

We would love it if any parent could come in and talk about their work or share something from their culture. Please get in touch with me.

Withdrawal from Program

Parents must give one month from the 1st of the month written notice when withdrawing a child from the program.

FUN WAYS TO TEACH KIDS ABOUT HEALTHY FOOD CHOICES

Help kids learn about the importance of healthy, natural foods by making it a game.



When I grab my stethoscope in the morning for a day of seeing typical kids, I know without looking at the appointment list that I'll be viewing the consequences of big portion sizes, overprocessed snacks and sweets and a lack of veggies. It's not one meal or snack that's the problem. It's the pattern. Slowly, the BMI creep up. Blood sugar and blood pressure begin their silent rise. Most of the other rapidly increasing conditions in kids, such as asthma, attention deficit hyperactivity disorder (ADHD), and diabetes, also have links to how children eat. It would be great if schools taught Good Food 101 along with language, math and science, but you can't count on that.

The flip side of the coin is that you can teach your kids about real food and smart portions through fun games and visual examples.

Try app-y meals

Fooducate (free; itunes.com) is a mobile app that lets you scan any food with a bar code to get a quick letter grade for how real and healthy it is. It turns the search for healthy eats into a kid-friendly point-and-shoot video game.

Practice pace

Slowing the pace to at least 30 seconds from start-of-bite to start-of-bite gives the body a chance to send and receive fullness signals after eating just the right amount.

Play "punch buggy" for processed foods

There's a reason manufacturers use kid-friendly characters to sell their stuff: It works! In one study, kids were as likely to choose broccoli as a chocolate bar if there was an Elmo sticker on the broccoli. But you can teach kids to recognize marketing tricks. In my family, we play a new version of the "punch buggy" game. In the original, you tapped a compatriot if you were the first to spot a particular type of car or license plate. In our version, you snap your fingers if you're the first to notice a food ad trying to appeal to kids. Common strategies include the use of cartoon characters and bright colors on the packaging.

Ask "Who's your mama?"

Your fridge and pantry are full of props for playing "Who's your mama?" Take turns choosing food items and asking where they come from. Apples come from trees. Milk comes from cows. Carrots grow in the ground. If it's got a simple family tree, it's real food. But if you choose something that uses ingredients like dextrose, gelatin, calcium carbonate, Blue 1 and Red 40, then the answer is "factory."

Alan Greene, M.D. is a pediatrician and the author of the best-selling Raising Baby Green. He lives in Danville, CA.

"The beautiful thing about learning is nobody can take it away from you." B.B King

kindest Regards
 Millrise Staff





Respecting Your Baby's Acute Senses

Dear Parents,

Thanks to new findings from neuroscience research, we have a much greater understanding of the significant role senses play in a baby's early brain development. Babies are born with only a minimal amount of neurological wiring. The higher regions of the brain (those used for language, social interactions, self-control, motor control and critical thinking) are not yet wired. The neurons are there and ready to be connected, but those connections are dependent on the child's senses to bring information from the child's experiences into the brain.

A baby's senses are more acute than those of adults. The amount of time babies spend in a watchful and aware state increases from only a few hours at birth to six or more hours per day by the middle of the first year. Because a baby's senses are at their peak, babies can become easily overstimulated. When overstimulated, little ones may choose to sleep or they may cry for what appears to be no reason.

What You Can Do

- Engage your baby when he is responsive (eyes bright and focused, cooing and babbling, wiggling, smiling) and allow him to rest when he is not.
- Keep lighting natural. Avoid bright lights.
- Protect your baby from bright sun.
- Play music at a moderate volume. Avoid loud music and loud noises.
- Use fragrance-free cleaning supplies and other household products.



SOUND



SMELL



TASTE



TOUCH



SIGHT

- Use fragrance-free toiletries. Eliminate perfumes and colognes. Think about how it feels when you are with someone whose cologne is overpowering. Babies can feel that overpowering sense from household aerosols.
- Offer your baby just one or two items or toys at a time. Too many items at one time may cause your baby to shut down.
- Keep visual stimuli to a minimum. Decorate your baby's room and play space sparingly and thoughtfully.
- Babies prefer warmer temperatures than we do. Turn up the thermostat a couple of degrees or layer your baby's clothing.

frogstreet

Frog Street Infant © 2015 Frog Street Press

Parents as Partners

Did You Know?

Research suggests that children can be raised to be persistent. And while you may sometimes wish your toddler were less persistent, persistence is essential to accomplishing goals in life.

Try It Out

Try out these simple ways to encourage your child to become more persistent:

- Do projects with your child that will take some time to complete, such as baking bread or making vegetable soup.
- When your child is building a block tower and it falls down, offer suggestions to help your child accomplish his goal. Help your child solve his own problems instead of rushing in to fix the problem for him.
- Always insist that your child finish what he starts. Talk with your child about times you felt like quitting but didn't.



Looking Ahead

We will be learning about the color red next week. Dress your child in his or her favorite red clothing.

Parents as Partners

Did You Know?

Toddlers spend 15 more hours each week in a physically restrained situation (feeding chair, swing, walker, car seat) than they did 20 years ago. This is a detrimental trend. Toddlers are rapidly wiring brain connections for physical development. In order to optimize this wiring, they need opportunities to move freely.

Try It Out

When your child is awake, make sure he is free to move.

- Provide an outdoor space that provides equipment that encourages climbing. Or go to a park together to use the outdoor play equipment.
- Play running games outdoors with your child or games that encourage your child to practice various movements. Say this poem as you and your child do the appropriate actions: "First we walk, then we hop. Next we run, then we stop!"
- Count the steps you take from the car to the front door. Challenge your child to take different-sized steps each trip. For example, have your child take baby steps one time and giant steps another time.
- Go outside and play toss and catch with a ball.



Looking Ahead

We will be learning about the color blue next week. Dress your child in his or her favorite blue clothing.

Parents as Partners

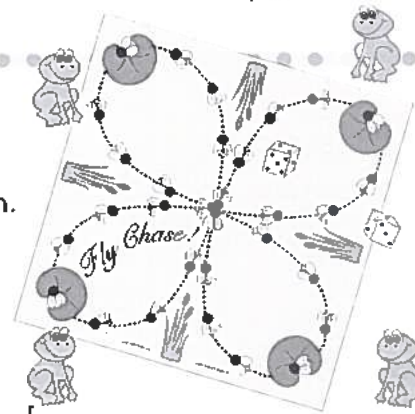
Did You Know?

The American Academy of Pediatrics warns parents to limit the time toddlers spend in front of television and computer screens, including educational video games and adult television programs playing in the background. Spending time in front of a screen can get in the way of playing, exploring, and interacting with others. Neuroscience researchers also suggest that prolonged time in front of any screen can have a long-term negative impact on children's vision.

Try It Out

Try to move towards a "screen-free" lifestyle. Here are some things you can do instead of spending time in front of a screen.

- Eat dinner together the old fashioned way—around a dinner table. Discuss the events of the day.
- Go on a bike ride or a walk around the neighborhood.
- Read a book.
- Play a game.
- Go outside and play ball.
- Bake cookies for a relative or for residents of a senior living community.



Looking Ahead

We will be learning about the colors black and white next week. Dress your child in his or her favorite black or white clothing.

Frog Street Toddler © 2014 Frog Street Press

Parents as Partners

Did You Know?

All children, no matter how young, can accept some family responsibilities. Children, as young as two, need to be important and contributing members of the family. You may often feel it is easier to do a task yourself than to help your child learn to do it. But, it is important to start helping your child develop responsibility now.

Try It Out

Invite your child to help:

- set and clear the dining table
- place clothes in the dryer, sort light and dark clothes, or match socks
- put groceries away
- dust with socks on their hands
- pick up toys and books



Create a visual timeline of your morning routine and invite your child to be responsible for helping you follow it.



Choices

Week 1	I Make Choices
Week 2	Healthy Choices
Week 3	Healthy Habits
Week 4	Problem Solving

Dear Family,

During the next four weeks, we will be learning about thoughtful choices, smart choices, healthy choices, safe choices, and kind choices. Children will begin to consider and evaluate the pros and cons of their actions as they make decisions. They will learn about the importance of maintaining healthy eating habits, daily exercise, strategies for relieving stress, and regular visits to the doctor and dentist.



Our character education focus will be on developing the concepts of fairness and confidence.

Literacy

We will learn to sing this little song by Pam Schiller. It reminds us that when we have a choice to make, we need to think it through.

Choices

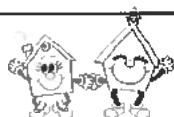
Tune: "Itsy Bitsy Spider"

When I have a choice I know just what to do.
I don't jump right in. I stop to think it through.
I think about what's safe. I think about what's fair.
I think about what's helpful. I show that I prepare.

Math

Children will continue to practice one-to-one correspondence, learn about geometric shapes, and count. Since we can describe the attributes of different objects, we will begin to notice patterns. At home, point out a pattern (a row of big and little books that you have arranged) and say: *Look at the books—a big book, a little book, a big book, a little book, a big book, a little book. Do the same things repeat over and over? Do you see the pattern? Touch each book as you describe the pattern: big book, little book. Yes, this is a pattern. You see the big books and the little books in the same order over and over. Invite your child to read this pattern along with you. Touch the books and read the pattern aloud.*

Notes



For additional at-home activities, see the Choices PATT Mat.



Stories and Rhymes

Week 1	Nursery Rhymes
Week 2	Traditional Tales
Week 3	Folktales
Week 4	Ballads and Fables



Our character education focus will be on developing the concepts of commitment and loyalty.

Dear Family,

During the next four weeks, we will be discovering stories in many forms and formats. Children will explore traditional and modern rhymes: stories delivered through poetry, chants, and ballads; and stories from many cultures. Sometimes children will sing the stories. Sometimes they will role play the stories, making the characters come alive through their actions. Sometimes they will change familiar stories to create their own. Prepare to hear reports about the wonderful characters they are meeting.

Literacy

As we begin this theme, children will recite and learn many traditional nursery rhymes. Sometimes we give them a bit of a twist like Dr. Becky Bailey has done with "Wonderful Woman." This poem is a new version of the traditional poem "There Was an Old Woman Who Lived in a Shoe." Learn this one and enjoy reciting it with your child.

Wonderful Woman

by Becky Bailey

A wonderful woman lived in a shoe
(hold hands)
She had so many children
(“Lead” partner turns other partner’s hands
over palms up)
She knew exactly what to do.
(“Lead” touches each finger of partner’s hand)
She held them. She rocked them,
(“Lead” closes partner’s hand in a fist and
rocks it gently)
And tucked them in bed.
“I love, I love you,” is what she said.

Math

Children will begin to collect data and organize it in simple graphs. We use tally marks to keep track of our data. You will also hear your child using ordinal numbers (first, second, third) to indicate order. Help your child practice at home with a simple sorting activity. Make an observation. For example, say: *The glass of milk is bigger than the salt shaker.* Ask your child to identify something else that is bigger than the salt shaker. Continue and then switch to smaller objects. Say: *My carrot stick is smaller than the salt shaker.* Physically sort the objects into two groups or keep a tally mark count. Repeat the activity with other comparing words, such as longer and shorter, thicker and thinner, heavier and lighter.

Notes



For additional at-home activities, see the *Stories and Rhymes* PATT Mat.

Bullying

Purpose

The purpose of this Policy is to set out clear guidelines in relation to managing children's behaviour appropriately to prevent bullying.

Policy

It is the policy of the Centre to use proactive strategies to promote socially acceptable and age-appropriate behaviours in children. Children are to feel safe and secure at all times when in our centre when interacting with their peers and teachers.

Proactive behaviour supports will promote positive, consistent behavioural discipline strategies, with consideration of environmental variables.

Our Bullying policy will be communicated to all staff, parents and children, where developmentally appropriate and child disciplinary action taken is reasonable in the circumstances. Bullying will not be tolerated within our children's environment.

The caregivers will know what to do if bullying has occurred, how to recognize a bully situation, how to educate and help children in dealing with bullying.

Definitions

Bullying is a conscious, wilful, deliberate, hostile and repeated behaviour by one or more people, which is intended to harm others. Bullying takes many forms and can include many different behaviours such as:

- **Physical bullying** means hitting, spitting, tripping, stealing or wrecking property.
- **Verbal bullying** means name-calling, rumour spreading or threatening
- **Emotional Bullying** means social isolation, obscene gestures or manipulation
- **Cyber bullying** means using the internet, instant messaging, e-mail or some other form of technology to spread rumours, threaten or in any other way hurt others

Bullying is the assertion of power through aggression. Its forms change with age, school playground bullying, sexual harassment, gang attacks, date violence, assault, martial arts violence, child abuse, workplace harassment and elder abuse...

Bullying is not about anger. It is not a conflict to be resolved; it's about contempt – a powerful feeling of dislike towards someone they consider to be worthless, inferior or undeserving of respect.

Challenging behaviours means behaviours which are in conflict with social norms such as aggression, self-injury, screaming, swearing or causing physical harm.

Proactive behavioural support means the use of positive strategies to prevent challenging behaviours.

Quiet time means a relaxed, neutral break for the child to think about the consequences of their behaviours – it is not punishment. This is not for children under 3 years old.

Reflective listening means active listening when you also work to clarify what the speaker is saying and make sure there is mutual understanding.

Procedure

1. There are four types of bullying: physical, verbal, emotional and cyber bullying. No form of bullying will be tolerated in our children's environment.
2. How to determine if a child is being bullied:
 - a. Child has torn, damaged or missing clothing;
 - b. Child is misplacing personal items, such as books etc
 - c. Has injuries that are unexplained
 - d. Is not developing friendships in the group and seems isolated.
 - e. Appears concerned when having to change environments, e.g. preparing to go to school
 - f. Has poor appetite, headaches and/or stomach pains;
 - g. Notice changes in their character e.g. teary, mood shifts etc

** Please note that these signs may also be indicative of child neglect or abuse; if abuse is suspected Staff must report their concerns to the Centre Director and Area Manager immediately.
3. If staff feel a child is being bullied they are to report this to the Centre Director immediately,
4. The child being bullied is to be supported by staff and in view at all times;
5. How we can support:
 - a. Staff are to build a relationship with all children that will allow children the confidence to confide in the staff and the assurance that the staff will be able to offer support;
 - b. Children that are being bullied need to feel safe from bullying in our centre as well as safe to express their concerns and feelings
6. If a child is seen to be bullying another child the situation is to be addressed immediately and is to be brought to the attention of the Centre Director and the parents of both the child who was bullied and the child who is bullying.
7. If necessary a behavioural management plan should be developed as outlined in the Child Guidance Policy

Procedure For Conflict Resolution

1. **Intervention through Prevention:** BrightPath Centres will engage school age children in an atmosphere which encourages respect, trust, caring and consideration for others. We will provide supportive and consistent responses in addressing any bullying problems, promoting healthy relationships for all children.

We will teach children that bullying is unacceptable and that they can work together to prevent it. Empathy, respect, group responsibility, problem solving and helping others will be encouraged among children.

2. Teach Children What They Can Do:

- a. Children can be given tools to prevent them from being bullied such as:
 - i. Staying in a group of friends
 - ii. Avoiding known bullies
 - iii. Staying within the sight of adults or teachers
 - iv. Showing confidence, being assertive; and
 - v. Telling an adult when bullying occurs.
- b. Ways to deal with a bully:
 - i. Stay calm, stand up tall, be assertive.
 - ii. Tell the bully that you don't like what they are doing, and how it is hurting you.
 - iii. Find a safe place away from the bully.
 - iv. As soon as possible tell an adult about what happened.
- c. What if someone else is being bullied:
 - i. Speak up! Tell the bully you don't like what they are doing.
 - ii. Go find an adult who can help.
 - iii. Be a friend to those who are bullied

3. Bully-Proofing Plan:

First Time: Caregiver will respond to all children involved. This will include the bully, the child being bullied and all bystanders. An incident report will be filled out for all involved and signed by the parents.

A discussion will take place on what happened and how it was inappropriate. Guidance will be given by the caregiver to problem solve and prevent the situation from happening again.

Second Time: Caregiver will fill out an incident report and set-up a meeting with the parents to discuss the strategies which need to be implemented to correct the behaviour. The child will take part in this plan and sign the plan with consequences outlined if the behaviour happens again.

The child who was bullied will also have an incident report filled out. The caregiver along with his parents will support him/her in ways to handle being bullied.

All other bystanders will have a discussion with caregiver on what they should have done.

Continued Bullying Behaviour: Director will have meeting with the child doing the bullying, parents and caregiver. They will develop a plan of consequences for childcare and home. A behavioural management plan may be developed as outlined in the Child Guidance Policy. Depending on the severity of the problem the consequences may include suspension from the school age program. All parties involved must be cooperating and working together.

We will schedule follow-up discussions with all school age children – asking them to brainstorm what they can do next time.

Support will be given to the child being bullied.

Reference Information

Sources: "Challenging Behaviour in Young Children",
Barbara Kaiser & Judy Sklar Rasminsky
www.challengingbehaviour.com
Alberta Regulations 143/2008, Child Care Licensing Act, Child Care
Licensing Regulations

Date Reviewed: May, 2015
January 2017
July 2017

Lemon Poppy Seed Loaf or Muffin

(Source: <https://kidsandcompany.com/blog/lemon-poppy-seed-loaf/>)

Ingredients:

1 ½ Cup Whole Wheat Flour
¼ Cup Milk
½ Cup Butter
¼ Tsp Vanilla Extract
2 Eggs
1 Tsp Baking Powder
1 Cup Sugar
¼ tsp Salt
3 Tbsp. Poppy Seeds
¼ Cup Lemon Juice

Preheat oven to 325F.

In a large bowl, beat butter with sugar until light and fluffy; beat in eggs, 1 at a time, beating well after each addition.

Add vanilla.

In separate bowl, whisk together flour, poppy seeds, baking powder and salt; stir into butter mixture alternately with milk, making 3 additions of flour mixture and 2 of milk.

Stir in lemon juice.

Pour mixture into a parchment-lined baking tray (loaf pan)

Bake in center of oven 325F (160C) for 45 – 1 hour or until a toothpick inserted into center of the loaf comes out clean.

Cool pan for 10 minutes.