



brightpath

CHILDREN'S CENTRE & COMMUNITY SERVICES

Millrise Moments
October 2017

Happy
Thanksgiving

A stylized illustration of a turkey and pumpkins. The turkey is dark and positioned behind several pumpkins of various sizes and colors (orange, green, and brown). The illustration is rendered in a stippled or dotted grey color.

Dear Parents,

Even though the snow has not yet arrived, it is very important that you have winter gear ready. All children need to have a warm jacket, snow pants, hat, mitts and boots. Please ensure your child has a pair of indoor shoes that need to stay at the centre. It is vital that all winter gear is labeled in order for it not to be misplaced or taken home by another child/adult.

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



Upcoming News and Community Involvement

Powerhouse Positive Guidance: Nurturing and Empowering Young Children through the Ups and Downs

Thursday, October 5, 2017 @ 2:00 pm - 3:00 pm EDT

This edWebinar will revitalize your coaching, teaching, and family partnerships with research-based, development-focused strategies that boost children's language, social-emotional competence, and self-directed behavior regulation.

To register go to: www.edweb.net

Free edWebinars - live or on-demand. Earn a CE certificate for attending or viewing the recordings. Register now and watch the recording later!

Jackie will be making the children a yummy turkey dinner on the 6th of October. We are all excited about that!!!

We will be having a Curriculum Information night from 5 pm to 6 pm on October 18th. If you would like to drop in and learn about Frog Street.

I will be sending out the ASQ forms on October 6th for you to fill out. Please return them on October 10th after the long weekend.

The children will be running for Terry Fox on the 12th of October. I will pass out the pledge forms on October 2nd. If you can return them on the October 12th.

We will be having a Halloween Party on October 31st in the afternoon at 3:00 pm. Everyone is welcome to bring their costumes.

Can you please ensure your child/children have extra clothes and indoor shoes regardless of their age. They children feel more comfortable in their own clothes.

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-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 next March, so we are again creating strategies for the next three years.

Any dress up clothes i.e. Halloween costumes, purses, shoes, dresses, suits would be more than welcome. Also we are always looking for PAPER for our beautiful children to take home there wonderful creations.

Our Policy of the Month: Severe Weather Conditions (attached)

Frog Street Theme Two Pre-school: My Family and Friends (attached)

Frog Street Theme Two Toddlers: Family and Home (attached)

Frog Street Babies: Understanding Windows of Opportunity (attached)

Recipe of the Month: Chicken Cacciatore (attached)

Dates to Remember:

October 2nd - World Habitat Day

October 4th - World Animal Day

October 5th - World Teacher's Day

October 5th- First Day of Sukkot

October 6th- World Smile Day

October 9th - Columbus Day

October 9th - Thanksgiving Day

October 9th - Closed for Thanksgiving Day

October 18th - Curriculum Information 5 pm to 6 pm.

October 12th - World Sight day

October 18th - Lockdown Drill (Policy is Attached)

October 18th - Diwali/Deepavali

October 23rd - Last Day of Sukkot

October 24th - United Nations Day

October 31st - Halloween Party at 3:00 p.m.

Kindest Regards,

Millrise Staff



Security Threats

Purpose

The purpose of this Policy is to:

- Detail the effective practices that will be followed in the event of a threat which puts at risk the security of those in our Centre.

Policy

It is the policy of the Centre that in the event of a security threat, Centre Personnel will take positive action to ensure the safety, security and wellbeing of the children, families and Centre Personnel at the Centre.

Definitions

Evacuation procedure or drill means the removal of all people from a dangerous or potentially dangerous place, and the recording of the removal.

Maintenance Department means our internal Maintenance Department. The contact phone number is 1 877 815 5559.

Security threat means a potential action by a person or an event of nature which has the capacity to cause harm or to be a risk to the children, families and Centre Personnel or the Centre. The event may be caused by a person or other factor and pose potential risk of injury or harm.

Threat means the expression or sign of a deliberate intention to cause harm or pain.

Lockdown means the procedure of locking all doors and windows, and remaining within the building due to a potential threat to the well-being of children and staff.

Procedure

1. **Managing a threatening situation:** Centre Personnel will comply with the following:
 - a. Centre Personnel will remain calm;
 - b. Any threat received at the Centre will be treated as a legitimate threat to the safety and security of children and Centre Personnel at the Centre;
 - c. Centre Personnel will document all information relating to the threat, including:
 - i. When the threat was received;
 - ii. How the threat was received;

- iii. Who the threat was made against;
- iv. The specific nature of the threat;
- d. The Centre Director or Person In-Charge will notify the Area Manager, Director of Operations or Director, Licensing & Accreditation.

2. Terminology used to order a lockdown should be clear and leave no misunderstanding as to what is expected. All Centres must have an action plan with clear expectations for staff, children and families and must conduct a minimum of two lockdown drills within a school year.

"Lockdown" should **only** be used when there is a major incident or threat of violence within the Centre, the school or community. The over or misuse of lockdowns will result in staff/students becoming desensitized and they will not take lockdowns seriously.

Lockdown Practices:

- a) The Centre Director or Person-in-Charge will contact Emergency Services 911 immediately. If lockdown is instructed by authorities, 911 is not required.
- b) Ensure that every room has been informed by either telephone or walkie-talkie that a Security Threat is taking place and identify the type of procedure that is to take place. Contact Area Manager to inform that a security threat is taking place.
- c) The Centre Director or Person-in-Charge will notify the Area Manager.
- d) The Area Manager will notify Director, Operations and Director Licensing and Accreditation.
- e) The Area Manager will notify Marketing.
- f) Lock all doors and windows.
- g) Post a sign on the outside door(s) advising parents that the Centre is on lockdown if it is safe to do so. Area Manager to contact Marketing to communicate via email BPCconnect that a lockdown is taking place.
- h) Stay away from doors and windows.
- i) Turn off lights.
- j) Close blinds.
- k) If there are windows in classroom doors and the hall, consider covering if possible.
- l) Take cover if available.
- m) Remain absolutely quiet.
- n) Take attendance.
- o) No cell phone use unless to communicate regarding the incident. Cell phones should be shut off or put on silent.

- p) Staff and children should relocate to the nearest area of safety such as kitchen, washroom, closet, under a table, behind shelving, etc. to avoid any visibility.

Should a parent or another member of the public arrive at the building during a lock down they **will not be admitted** until the lock down has ended.

Once the situation has ended, all parents/guardians should be contacted via email and BPCconnect and informed of the situation that occurred; otherwise parents/guardians will be informed upon arrival at the Centre (either verbally or through written notification).

"Hold and Secure" should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

Should a parent or another member of the public arrive at the building during a Hold and Secure they **will not be admitted** until the hold and Secure has ended.

"Shelter in Place" should be used for an environmental or weather related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation. Examples may include chemical spills, blackouts, explosions, tornado, earthquake or extreme weather conditions. The participants of the program are secured within the building until it has been deemed safe to leave. The program would function on an indoor schedule until the situation is resolved. Visitors are permitted entry into the building.

When to end a lockdown – Centre Directors are to authorize an *end of lockdown or Hold and Secure* once the authorities have advised that the Centre is no longer at risk. Licensing authorities must be notified following a lockdown as outlined in the legislation. All incidents of a lockdown which are not a drill will be communicated to parents at the conclusion of the incident. Parents need to be informed about our lockdown drills before these happen in a newsletter, email and/or BPCconnect.

3. **Managing a bomb threat:** Centre Personnel will comply with the following in the event that there is a bomb threat, suspicious object, or potential bomb located at the Centre:
- a. Follow Fire Evacuation Procedure.
 - b. Centre Personnel will evacuate the building following the Centre's 'Emergency Action Plan';
 - c. The Centre Director or Person In-Charge will call Emergency Services - 911 - immediately;
 - d. The Centre Director or Person In-Charge will notify the Area Manager, Director of Operations or Director, Licensing and Accreditation immediately;
 - e. Centre Personnel will document all information related to the bomb threat, including:
 - i. The time the threat was received
 - ii. A description of the caller's voice – for example, the accent, calm, angry, crying, disguised, slow, etc;
 - iii. The type of language used – for example, incoherent, irrational, abusive, well spoken, etc;

- iv. Any background noise which may assist with the location of the caller – for example, factory noises, street noise, voices, etc.
 - f. Centre Personnel will ensure all children remain at a distance no-less than 100 meters from the Centre or the location of the bomb to minimize the risk of injury from flying debris. Centre should have predetermined Muster Point identified.
 - g. Centre Personnel will not conduct a search for the bomb unless under specific instruction from an Emergency Services Officer;
 - h. No person will have access to the Centre until Emergency Services have declared the area to be safe.
4. **Managing a robbery, hold-up or unauthorized visitor:** Centre Personnel will comply with the following in the event that there is a robbery or hold-up at the Centre:
- a. The Centre Director or Person In-Charge will call Emergency Services – 911 - immediately. If unable to do so, please attempt to send a text to your Area Manager for them to alert the authorities;
 - b. If possible, notify all rooms;
 - c. Centre Personnel will remain calm and will not aggravate the person making the threat;
 - d. Centre Personnel will relocate children to a safe place – if possible outside of the Centre; if not, a location secure within the Centre such as a room with an exit door or a room that you can lock from the inside and close any curtains.
 - e. As far as reasonable practical, Centre Personnel will meet the demands provided that there is no risk of injury or harm to children or Centre Personnel;
 - f. The Centre Director or Person In-Charge will notify the Area Manager, Director Western Operations or Director, Accreditation and Licensing.

Where a robbery has occurred when the Centre is **unattended**, the first person who becomes aware of the robbery will immediately contact 911 to communicate that a compromise has taken place.

- If there is evidence that the Centre has been compromised upon while open, Centre Personnel and children should **not** enter the premises.
- Immediately notify 911 to report a possible break and enter.
- Notify the Centre Director immediately
- Centre Director to contact Area Manager immediately
- Centre Personnel to relocate children to evacuation point
- Centre Director to meet authorities at Centre
- Area Manager to notify Director, Western Operations and Director, Licensing and Accreditation
- Area Manager to contact Marketing to inform families of police involvement

A full report detailing any damage or lost property will be provided to the Head Office. Where damage has been sustained to the building, the Centre Director or Person In-Charge will liaise with the Maintenance Department to arrange maintenance to attend the Centre.

Associated Policies

Emergency Procedures Policy
Emergency Action Plan

Associated Forms

Emergency Phone List
Emergency Backpack

Reference Information

Sources: Public Safety Canada – www.safecanada.ca
<http://www.edu.gov.on.ca/eng/policyfunding/memos/june2009/LockdownGuidelinesEn.pdf>

Date Reviewed: March 2014
 March 2015
 March 2016
 January 2017

Extreme Cold Weather – Transportation/ Outdoor Activity Policy

Purpose

The purpose of this Policy is to:

- Detail the processes which will be followed in the event of extreme environmental conditions and the process to be followed when walking or transporting children to school.

Policy

It is the policy of the Centre that in the event of severe or extreme weather conditions, appropriate safety precautions and the Centre's Emergency Action Plan will be implemented to ensure the safety, security and well being of children, families and Centre Personnel.

Definitions

Extreme weather or environmental conditions include severe thunderstorm, floods, heavy snow, cyclone, earthquake or tornado and extreme cold temperatures.

Emergency Services contact in Canada - 911. The contact details for local Police, Fire and Ambulance Stations will be included in the Centre's 'Emergency Action Plan'.

Threat means a potential action by a person or an event of nature which has the capacity - to cause harm or be a risk to the children, families, Centre Personnel or the Centre. The event may be caused by a person or other factor and pose potential risk of injury or damage.

Maintenance Department means our internal Maintenance Services. The contact number for Maintenance is 1.877.815.5559; the Maintenance e-mail address is maintenance@brighipath.com

Hypothermia means when a body temperature falls below normal due to exposure to cold and often happens when outdoors in cold temperature without proper clothing.

Extreme Cold Weather means when the temperature and/or wind chill are -20 degrees Celsius or below. Extreme cold weather may include, but is not limited to, blizzards, freezing rain, ice pellets, rain, hail, heavy snow/squalls, blowing snow, ice, extreme winds/wind chills.

Frostbite means injury to the body tissues caused by **extreme** cold, typically affecting the nose, fingers or toes resulting from exposure to the freezing temperatures.

Extreme Road Conditions may include and are not limited to **extremely slippery, difficult road** conditions and/or **impassable**.

Extremely Slippery – ice glaze (transparent sheet of ice) or road surface covered with wet ice or wet packed snow on more than 20% of the stretch of road in question.

Difficult Road Conditions – road surface covered with snow that is more than 20cm thick and/or occasional snow drifts. Road conditions unsafe except for jeeps and larger vehicles such as 4X4's.

Impassable – roads are covered in snow thick enough to make roads impassable for normal vehicles.

Procedure

1. **Weather monitoring**

Weather monitoring will begin by Centre management at -20 degrees Celsius, using the Weather Network APP and/or alerts provided by Environment Canada. Monitoring of weather will commence at 6:30 a.m. and will be communicated to families using email and BP Connect. Families opting out of electronic communication will be responsible to contact the Centre Director.

2. **Transportation:**

Bus Service to School

Bus service to schools is to be cancelled if the following condition applies:

The temperature combined with the wind chill factor is **lower** than -39 degrees Celsius, as measured by the Weather Network APP at approximately 6:30 a.m.

If transportation has been cancelled based on extreme cold temperature and if schools remain open, families will be responsible for the drop off of their children to school.

If the decision to withhold children from transporting to school is made, re-assessments can be made throughout the day by checking the weather and monitoring whether the temperature has risen to or above -39 degrees Celsius.

The Weather Network APP will be checked again two hours before scheduled pick up time from school. If the temperature is at or above -39 degrees Celsius, bus service will be reinstated for the afternoon pickup.

Families will be informed of any information relating to transportation through email and BP Connect.

If families have opted out of electronic messages, it will be the responsibility of the family to contact the Centre Director for updated information.

Road conditions may also warrant transportation being cancelled due to poor driving conditions including and not limited to blizzards, freezing rain, ice pellets, heavy snow, squalls, blowing snow, ice, extreme winds and limited vision.

The collaborative decision to cancel transportation will be made by the Centre Director, Area Manager and Director, Western Operations.

Families will be advised of the cancellation of transportation due to poor driving conditions by 6:30 a.m. The decision to pick up children from school will be made two hours prior to scheduled pick up time.

In the event that transportation is cancelled, the Centre will contact the schools to inform them. If transportation has been re-instated, the Centre will contact the school to let them know that pick up of children will take place.

Children riding the bus should be dressed appropriately for the weather in the event of bus breakdown. (See Below)

3. Walking Children to School:

Considerations for wind chill, weather advisories, appropriate winter clothing (see below) and distance (under 15 minutes) to schools will be accounted for in the decision to walk children to school or to remain at the Centre. If the decision to walk the children to school is made, Centre management and staff will use caution and best judgement to ensure the children are dressed appropriately to be taken outside. The decision to walk the children will be monitored as of 6:30 a.m. The temperature will be monitored until the children are ready to depart for school.

Children will not be walked to school if the following condition applies:

The temperature combined with the wind chill factor is **lower** the -27 degrees Celsius as measured by the Weather Network APP. The decision to withhold children from walking to school will be enforced due to the safety of the children and staff. If the decision to withhold children from walking to school is made, re-assessments can be made throughout the day by checking the weather and monitoring the temperature as to whether it has risen to or above -27 degrees Celsius. The decision to continue with the afternoon pickup will be made on this basis as well.

Why was this temperature gauge chosen?

Research has indicated that extreme cold weather (-28 degrees Celsius) increases the chance of frost bite. -28 degrees Celsius (including wind chill) poses a serious risk of frost bite to both children and staff. With children being smaller in size, it takes far less time for their skin to begin to freeze than it would be for an adult. As the safety and well-being of the children is our top priority, we cannot allow children to be exposed to potential frost bite.

What happens if the decision is made to withhold my child from school?

If the decision is made to not walk the children from the Centre to School, we will keep them in a warm safe environment. The children will participate in different activities as well as be encouraged to complete any school work they may have. A hot lunch will be provided to them as any regular PD day. If weather permits over the course of the day (rises to -27 degrees Celsius) we will then walk them to school.

All communication will be provided by email and BP Connect. Families who have opted out of electronic communication will be responsible to contact the Centre Director for updated information.

The Area Manager is to be contacted and advised any time walking service is cancelled or reinstated.

4. Outdoor Play:

Infants (0-19 months; 0-18 months in Ontario) will not engage in outdoor play when the temperature combined with the wind chill is lower than -10 degrees Celsius as measured by the Weather network APP at their scheduled time for outdoor play or at the discretion of the Director or member of management team. During colder weather, outdoor activities may be limited to 15 minutes.

Children over 19 months (over 18 months in Ontario) will not engage in outdoor play when the temperature combined with the wind chill factor is lower than -18 degrees Celsius as measured by the Weather Network APP at their scheduled time for outdoor play or at the discretion of the Director or member of management team. When the temperature is below -18 degrees Celsius, outdoor play time will be reduced appropriately.

In any event children, should be dressed appropriately for the weather.

How Children Should Be Dressed

- Cover as much exposed skin as possible
- Wear waterproof and windproof outer layers
- Wear a hat
- Choose warm mittens instead of gloves
- Wear waterproof boots
- Wear a scarf and/or balaclava

Age Group	Temperature	Duration of each Outdoor Playtime
0 – 18 months (Infants)	0 degrees Celsius or above	Up to an hour
	0 to -5 degrees Celsius	15 to 20 minutes
	-5 to -10 degrees Celsius	10 to 15 minutes
18 – 30 months (Toddlers)	0 degrees Celsius or above	Full hour
	0 to -5 degrees Celsius	30 minutes
	-5 to -10 degrees Celsius	15 to 20 minutes
2.5 years and Up (Preschool, Casa, Kindergarten, Kinder Casa) ON 3 years and Up (Preschool, Kindergarten) AB, BC	0 degrees Celsius or above	Full Hour
	0 to -10 degrees Celsius	30 minutes
	-10 to -18 degrees Celsius	15 – 20 minutes

Centre Responsibilities include:

- Communicate Extreme Cold Weather: Transportation/Outdoor Activity Policy at Fall Parent Meeting;
- Add Policy to Newsletter in September;
- Where possible brief new clients during Centre orientation;
- Ensure that the Transportation Agreement is signed by all families;
- Using the Weather Network APP monitor weather as of 6:30 a.m. when inclement weather is imminent;
- Communicate intention of Transportation/Walking Children to School to families by email and BP Connect;
- Communicate information with Marketing to post on Face Book if Transportation services have been cancelled;
- Contact schools to inform them of cancelled transportation services

Associated Policies

Emergency Action Plan Policy

Extreme Weather & Environmental conditions

Fire Safety Policy

Power Failure Policy

References

Sources of Information

www.thehealthyparentthehealthychild.com

www.tuffingtonpost.ca

www.environmentcanada.ca

www.daycare.com

School Boards:

www.rockyview.ab.ca/transportation/inclementweather

www.epsb.ca/schools/goingtoschool/health/badweather/

www.ecsd.net/AboutUs/annual_reports/Policies-and-Regulations/Regulations/Outdoor%20Activities%20During%20Inclement%20Weather%20Regulation.pdf

www.cbe.ab.ca/schools/busing-and-transportation/Documents/Outside-Activity-Guidelines-for-Cold-Weather.pdf

www.cbe.ab.ca/schools/busing-and-transportation/Pages/reminder-of-winter-weather.aspx

www.csst.ab.ca/Parents/Transportation/WinterTransportation/Pages/default.aspx

Date Reviewed: January 2017, July 2017



My Family and Friends

Week 1	Families
Week 2	Families and Homes
Week 3	Friends and Pets
Week 4	Community



Our character education focus will be on developing the concepts of tolerance and helpfulness.

Dear Family,

During the next four weeks, we will be learning about the diversity of families and family homes. Children will discover the essence of friendships and recognize that family pets are sometimes among their best friends. We will move from friends at home, to friends at school, and finally to friends within the community. Children will develop an understanding of diversity, love, support, comfort, helpfulness, and cooperation.

Literacy

We will read a storybook based on this traditional song. It celebrates many different animal families. The song has hand motions too. Your child will enjoy sharing them with you!

Skidamarink

Skidamarink a dink a dink,
 Skidamarink a doo,
 I love you.
 Skidamarink a dink a dink,
 Skidamarink a doo,
 I love you.

I love you in the morning
 And in the afternoon,
 I love you in the evening
 And underneath the moon;
 Oh, Skidamarink a dink a dink,
 Skidamarink a doo,
 I love you!

Math

Children will be learning to describe and classify objects by their attributes and will focus on one-to-one correspondence. Ask your child to help you match the socks in the laundry basket. Begin with pairs of socks of different colors and sizes. (Don't expect your preschooler to sort a pile of white athletic socks.) Spread the socks out on a large surface. Hold up one sock and search with your child to find its mate. Repeat until all the socks are matched.

Notes



For additional at-home activities, see the *My Family and Friends* PATT Mat.

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Parents as Partners

Did You Know?

Singing is good for the brain. It increases oxygen intake which increases alertness. It is a happy activity that also increases endorphins. Endorphins are a substance our bodies make naturally that reduces pain and brings about feelings of pleasure. Endorphins help keep our immune system healthy and our stress in check.

Try It Out

This week your child learned a song about you! Sing this song to the familiar tune of "Mary Had a Little Lamb." Use this tune, or one of your own, to create a special and unique song just for your child. Sing it to him or her many times.

Mommy's Face

(Tune: "Mary Had a Little Lamb")
 Mommy's face is full of love
 Full of love, full of love.
 Mommy's face is full of love
 When she smiles at me.

Daddy's arms are full of love
 Full of love, full of love.
 Daddy's arms are full of love
 When he holds me tight.



Frog Street Toddler © 2014 Frog Street Press

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Parents as Partners

Did You Know?

Children are enriched by every person who loves them. This week we are learning about extended family members. Talk with your child often about aunts, uncles, cousins, grandparents, and family friends.

Try It Out

Talk with your child during dinner about the nice things extended family members do for them. Review this song with your child that we learned this week about grandma and grandpa. You can change the names *grandma* and *grandpa* to the names used by your child for his or her grandparents.

I Love You, Grandma (or Grandpa)

(Tune: "You Are My Sunshine")
 You are my grandma
 My sweet, sweet grandma,
 You make me happy every day.
 I love your hugs and I love your kisses.
 Hope you know that I love you.



Frog Street Toddler © 2014 Frog Street Press



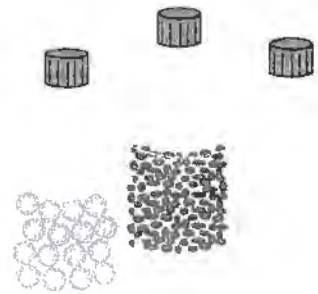
Parents as Partners

Did You Know?

Toddlers and twos have been exploring cause-and-effect relationships during the first year and a half of their life and are still in need of adult support to point out these relationships. They will take what they learn about cause-and-effect and apply it to problem solving.

Try It Out

Reinforce cause-and-effect relationships by offering sound-making materials. Create a set of "sound shakers" for your toddler to explore. Recycle a set of plastic bottles by filling each with something different (cotton balls, pebbles, cereal, buttons). After filling the bottles, secure the lids tightly. Encourage your child to shake each bottle to explore the cause-and-effect relationship. Your child will begin to notice how one bottle (with buttons inside) makes a rattling noise and another bottle (with cotton inside) doesn't make any noise at all.



Provide simple construction materials, such as wooden blocks, for more cause-and-effect fun. Encourage your child to build a tower and then, of course, she will want to push it down. This cause-and-effect relationship provides a satisfying clatter and disarray of blocks!

Frog Street Toddler © 2014 Frog Street Press



Parents as Partners

Did You Know?

A toddler's foundation for development is the secure relationships he develops with his parent(s) and caregivers. This secure relationship is called *attachment*. Attachment is dependent on the sense of trust established by significant adults who interact with the child. This sense of trust profoundly affects all areas of a child's development.

Try It Out

Spend quality time with your child. This week, your child has heard the story of "The Three Bears." Hold your child in your lap and tell your version of this story. Make it a point to talk with your child about his or her day at dinner time. Follow a routine for bedtime and make sure that this routine is uninterrupted time between you and your child.



Frog Street Toddler © 2014 Frog Street Press

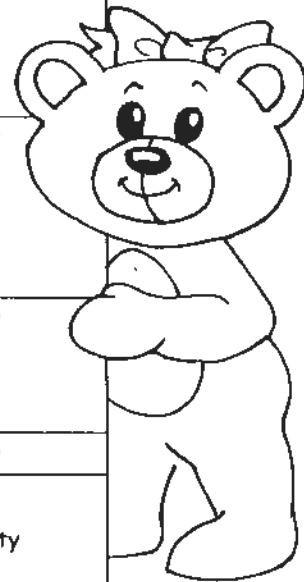


Understanding Windows of Opportunity

Dear Parents,

There are windows of time when the brain is most fertile for wiring and strengthening specific skills. These fertile times are referred to as "windows of opportunity." When positive experiences occur within these fertile windows of opportunity, brain wiring is optimized.

Skills	Wiring Opportunity	Greatest Enhancement
Emotional Intelligence	0 - 48 months	4 years to puberty
Trust	0 -14 months	
Impulse Control	16 - 48 months	
Social Development	0 - 48 months	4 years to puberty
Attachment	0 -12 months	
Independence	18 - 36 months	
Cooperation	24 - 48 months	
Cognitive Development	0 - 48 months	4 years to puberty
Cause and Effect	0 -16 months	
Problem Solving	16 - 48 months	
Physical Development	0 - 24 months	2 years to puberty
Language Development	0 - 24 months	2- 7 years
Early Sounds	4 - 8 months	8 months to puberty
Vocabulary	0 - 24 months	2- 5 years



What You Can Do

- Make sure your child has plenty of positive experiences and interactions in the early years.
- Develop social and emotional intelligence by being available to your child and helping your child understand her emotions. When she shows interest in others, provide opportunities for interactions (play dates, mother's day out, school).
- Expand cognitive skills by encouraging your child to explore his world—to figure out how things work and what causes things to happen.
- Build language by talking, reading and singing to your little one.
- Develop physical skills (motor skills) by giving your child plenty of opportunities to move. Keeping your child restrained, such as in a feeding chair or swing, will inhibit her physical development. Any time your child is awake, she belongs in a safe, open space that encourages movement. As your child becomes mobile, provide safe climbing and scooting apparatus.

frogstreet

Frog Street Infant © 2015 Frog Street Press

Chicken Cacciatore

Source: Health Stand Nutrition Consulting Inc. www.healthstandnutrition.com

This recipe makes 20 servings

Ingredients:

2.5 kg diced chicken, recommend using boneless chicken thighs
5 tablespoons olive oil
10 cloves garlic (crushed)
5 onions, diced
105 oz tomato sauce (5 x 284 ml can)
6 1/4 cups water
10 teaspoons oregano
20 carrots, diced
10 cups sliced mushrooms
Pepper to taste
Pasta

If cooking a vegetarian option add chick peas (3 x 540 ml cans) instead of chicken

Note- if cooking a large portion of pasta it is best to cook beforehand and cool and/or add oil to keep from sticking together.

Preparation:

Brown garlic and onion in oil then add chicken and cook until browned. *If preparing both the chicken and vegetarian option, cook chicken separately. Add chick peas based on number of vegetarian portions (approx. 2 tablespoons per serving).*

Add the rest of ingredients except the mushrooms.

Cover and bake at 350°F for about 1 hour. Add the mushrooms during the last 15 minutes of cooking. (Alternative cooking method instead of baking in the oven:

Simmer on the stove or cook in a crockpot until done).

Serve over cooked pasta.