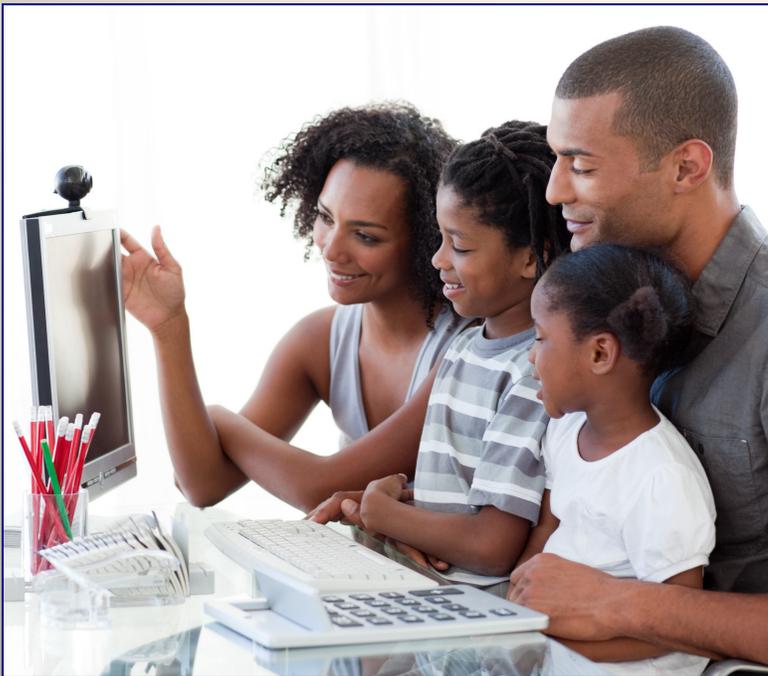




BIG IDEAS

EDUCATIONAL SERVICES



Out-of-School Adult Family Member Handbook

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www.BigIdeasEd.com

After School & Summer Program Adult Family Member Handbook

Revision 2.0
Effectivity Date: 09/01/2022

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1.0 WELCOME MESSAGE

Welcome to Big Ideas Educational Services. We hope your family will enjoy the program and the friends you will make. This handbook describes our program, goals, policies, and the myriad of practical details that go into making each day as happy and successful as possible. Please read it and keep it for reference, as it will answer many of your questions.

2.0 CONTACTS

Please get to know our Site Supervisor. She or he will meet you on the first day of the program and answer any questions you may have.

In addition, the following people at will be happy to receive your phone calls or emails. We are all here to be of service to you and your child.

Title	Contact Information
Executive Director	Martha Harrell 786-859-9026 Mharrell@bigideased.com
Program Director	Mary Harrell 786-859-9026 Myharrell@bigideased.com
Program Coordinator	Christle Grimes 786-859-9026 Cgrimes@bigideased.com
Quality Control	Oboye Olu-Adesola Banjoko 786-859-9026 OBanjoko@bigideased.com

3.0 STATEMENT OF PHILOSOPHY

Big Ideas Educational Services, in the value of human diversity and the fair treatment of all people. It is our number one goal to provide the kind of environment and the kind of influences that encourage all children to become creative, independent, responsible, fully functioning, self-directed adults. Secondly as adults we must strive to continue learning and growing in our relationships with others so that we may nurture a peaceful environment and surround our children with understanding, warmth, and giving.

It is our belief that children come first. Our values and beliefs about children are deeply rooted in the history of Childhood Education.

We believe- all children have the right to feel good about themselves and it is the responsibility of all employees to nurture the children's self-esteem.

We believe- all of our educational and guidance decisions for the children must be based on our knowledge of child development and performance.

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We believe- each person is a unique individual, and has his or her own needs. Children have a right to meet this need in their own way. However, one of the responsibilities of having rights is recognizing and respecting the rights of others.

We believe- in appreciating and supporting the close ties between the child and family. We also believe that children are best understood in the context of their family, culture, and society.

We believe- creativity, self-expression, and curiosity are expressions of individuality and should be encouraged in all people.

We believe- in helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regards.

We believe- each child and family is due the respect for personal privacy demanded by professional ethics.

We believe- each parent increases their own child's self-esteem by considering their child important enough to take the time to be involved with his/her daily walk of life in all aspects.

We believe- that the dignity and worth of each child and family is important.

We believe- that the needs of children change as they grow; that the programs must respond in content and structure by using the best techniques in human development.

Big Ideas Educational Services accepts all children with disabilities.

Non-Discrimination and Inclusion Statement

Big Ideas Educational Services welcomes all children and does not discriminate on the basis of race, color, creed, national origin, sex, or disability.

We recognize that children with disabilities are, first and foremost, children—deserving of equal respect, opportunities, treatment, and inclusion. Our programs are committed to fostering an environment where every child feels valued and supported.

Moral Right

Children with disabilities are first and foremost children. They will benefit from the same experiences that are desirable for all children for the same reasons. They will also benefit from avoidance of the same undesirable experiences for the same reasons. Inclusion provides opportunities for socialization and friendships to develop. It provides a sense of belonging and appropriate modeling of social, behavioral, and academic skills.

Civil Right

Separate is not equal. If something is offered to all children it must be accessible to all children. Access should not be denied based on disability or any characteristic alone. Children with disabilities have a right to go to the same schools and classes as their friends, neighbors, brothers and sisters. They have a right to be afforded equal opportunities.

Parental Right

Parents have a right, as experts on their own children, to pursue the least restrictive environment with supports and services for their children to successfully achieve their individual goals. They will always have far longer and greater responsibility and vested interest in their child's future, than any system or paid professional. They are equal partners of the IEP (Individual Education Program) Team.

Ethical Right

Giving every child a sense of belonging, value and worth enhances their overall quality of life. Including children with disabilities in general education classes models acceptance of diversity. It teaches children how to function together with others of different abilities.

4.0 OUR PURPOSE

Our programs are designed to ensure your child reaches his or her full academic potential. Whether your son or daughter is gifted in a particular area, taking mainstream courses, or struggling with school, your child will get the attention, assistance, and support necessary to thrive academically.

Opportunities for all children all school-age children should be provided the academic skills and learning opportunities they need to develop the full potential of their talents.

Family and community involvement Children and youth must be seen in the context of their families and neighborhoods. The education and development of a child should include parent, family, and community involvement whenever possible and appropriate.

Diversity should be celebrated each child's individuality contributes to the overall experience of the group. Different learning styles, interests and backgrounds help enrich student interaction and should be respected and encouraged.

People are key to organizational success People are our greatest asset. We are committed to recognizing individual talents, promoting diversity and cultural understanding, fostering a collaborative and open environment, and providing opportunities for personal development for all involved with the organization.

5.0 PROGRAM DESCRIPTION

Big Ideas offers educational after-school, and camp programs. During our program students will participate in organized outdoor activities, reading and STEM lessons, fieldtrips, arts and crafts, enrichment activities, cultural development, and health and nutrition lessons.

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Summer Camp Program

The Big Ideas Educational Services Summer Camp Programs provide an opportunity for kids in the community to interact with their peers in a stress-free environment, emphasizing collaboration and creative thinking. *Camp hours are 8:00 a.m. – 5:00 p.m.

As in the after-school program, kids are placed in teams by grade-level and spend the day participating in activities designed to build teamwork and problem-solving skills. Led by certified Dade and Broward county teachers and trained adults, the academic work is only part of a day filled with arts & crafts, sports and other fun outdoor activities and games. We'll also take field trips to allow the students to have a hands-on learning experience. For example, if we learn about bird migration, we might take a trip to an aviary to see the birds up close and personal.

6.0 ENROLLMENT PROCESS

Children are welcome at Big Ideas Educational Services regardless of race, color, religious background, or national/ethnic origin. Before starting the program, enrollment and authorization forms must be completed. **Please Visit Bigideased.com or see the individual program sites for any registration and program needs.**

Parent/Guardian MUST complete an application for programming

1. Submit Application

A Parent/Guardian must complete a new application for each program season (After School and Summer).

2. Acceptance & Screening Review

All students and families will undergo a review process to determine eligibility and program fit.

3. Notification of Status

A determination letter will be sent to the email address listed on the student's application.

4. Mandatory Orientation

Both the Parent/Guardian and student must attend the required orientation session.

5. Program Start! Once orientation is completed, students may begin participating in the program.

6.6 STUDENT FILE ACCESS AND UPDATE POLICY

For the protection and confidentiality of each student enrolled in Big Ideas Educational Services programs, only the legal guardian who completed the student's registration application is authorized to request or make updates to the student's file.

This includes but is not limited to:

- Emergency contact updates
- Authorized pick-up lists

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- Medical information
- Attendance or program documentation
- Withdrawal or reinstatement of enrollment

Requests for updates or change from any individual other than the original registrant will not be honored unless legal documentation is provided that grants custodial or legal decision-making authority. This policy ensures that all student information is managed securely and in accordance with the legal rights of the enrolling guardian.

7.0 CURRICULUM

Our curriculum is bias-free and developmentally based, focusing on the individual child's social, emotional and intellectual needs.

Our programs are designed to instill in your child a lifelong love of learning and discovery. Please see the individual program sites for activities provided.

8.0 THE PARENT ROOM

Parents' Right to Access

Parents have the right to access the program during the hours of operation. Please keep in mind that if you arrive in the middle of an activity, it may disrupt the children's rhythm and cause them to lose focus. If you have to pick up your child early, please call in advance to see what time would be least disruptive.

Parent Orientation

All parents and/or guardians of students enrolled in the After-School Program receive a Parent Handbook and are provided with an orientation at the enrollment session.

Parent/ Staff Communication

Parent-Staff Conversation: Parents and Staff need to communicate! Please feel free to talk to the staff members at the site. You may also request a call back or a note of response.

Parents are required to sign their child out daily. This is a good time to share a few words with the staff or to arrange a later time to talk. Parent-Staff Conferences are scheduled upon request.

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Parent Bulletin Updates – Delivered via Constant Contact

To keep you informed and engaged, Big Ideas Educational Services now delivers Parent Bulletins digitally through Constant Contact.

Please be sure to check your email regularly for updates. These bulletins include:

- Announcements about program activities and events
- Important dates, including **Parent Nights** and special student showcases
- Reminders and general updates from your child's site

If you are not receiving our emails, please contact your Site Manager to update your contact information or check your spam folder. Stay connected—stay informed!

Parent Involvement

Big Ideas Educational Services believes that strong parent and family involvement is essential to student success. As part of your child's enrollment, **parent/guardian participation is required** throughout the program year.

Mandatory Participation Includes:

- **Attendance at required orientation sessions**
- **Participation in outlined parent Agreement** (e.g., Literary classes, nutrition classes, workshops, etc..)

These events are designed to keep families informed, engaged, and actively involved in their child's growth and development.

Additional Opportunities for Involvement:

- **Advisory Board Participation:** Parents may also apply to join the **Big Ideas Parent Advisory Board**, helping shape program decisions and supporting the organization's mission.

If you are interested in becoming more involved, please speak with your Site Manager or Program Director. Your participation strengthens our community and directly supports your child's success.

Program Evaluations

Parents will be given the opportunity twice a year to evaluate the program. (For Summer Programs, this is provided the last week of program). It is done in the form of a survey. Parents will be notified when it is that time of the year. This is very important to us, since you can help shape our programming for the benefit of all. Please take the time to fill it out when it is received.

9.0 ABSENCES ARRIVAL & DEPARTURE POLICY

Attendance & Dismissal Policy

Program Hours:

- **After School Program:** Monday – Friday, 2:00 p.m. – 6:00 p.m.
- **Summer Program:** Monday – Friday, 8:00 a.m. – 4:00 p.m. (*Hours vary by site*)

Attendance Expectations

Big Ideas views attendance as a shared responsibility between students and families. Regular attendance is essential for student success and full participation in program activities.

Excused Absences

The following reasons are considered excused:

- Recovery from illness or accident
 - Required court appearances
 - Professional appointments
 - Death in the family
 - Religious holiday observation or celebration
 - Other circumstances approved by Big Ideas administration
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Excessive Absences

- **After School Program:** 3 or more absences (excused or unexcused) in one calendar month
- **Summer Program:** 3 or more absences total throughout the program

Attendance Notifications

- **At 2 Absences:**
The adult family member will receive an email notification. The Site Manager will review participation expectations and offer support to help the student stay in compliance.
- **At 3 Absences:**
The family will receive a second notice. Additional absences within the month (or program session) may result in a review for disenrollment. A conference may be held to determine the cause of absences and decide whether the student may continue in the program.

Sign-In and Sign-Out Procedures

After School Program

- Students must report to the staff on duty and be signed in by a Big Ideas representative.
- If a child is not signed in, the Site Manager will verify the child's location by contacting the school office and/or parent.

Summer Program

- Students **must be signed in and out daily by a parent or guardian.**
- If a student is not properly signed in or out, the parent/guardian will be contacted and required to return.
- **Three or more failures to sign in/out** will result in termination of services due to non-compliance with policy.

Dismissal & Student Safety

- Students will only be released to individuals listed on the **Student Card** who are **at least 18 years old** and can present a **valid photo ID.**
- If you need to update the list of authorized individuals, please contact your Site Manager.

Walkers Policy

- Students walking home, being picked up by a minor, or whose parents are unable to physically enter the building **must have a completed Walkers Form** on file.
- This ensures proper documentation and student safety.

You are also kindly requested to update the Student Card when a person needs to be added or removed. Once again, your cooperation with us will make sure that your child is being handed over to the person you want.

Late Pickup Policy

Big Ideas Educational Services

Definition:

A late pickup is defined as **any pickup occurring after the posted program end time**. Program hours vary by site and are clearly posted at each location.

Policy Guidelines

- All late pickups will be documented with a written notice.
- After **three (3) documented late pickups**, services **will be subject to termination**.

NOTE:

While we understand that emergencies and traffic delays may occasionally occur, repeated late pickups disrupt operations and place an unfair burden on staff. Therefore, **family emergencies and traffic issues do not exempt a late pickup from being recorded**.

Late Pickup / No Show Procedures

If a child is not picked up on time, a designated staff member will remain with the student and follow these steps:

1. Attempt to contact the **parent or guardian** via home, mobile, or work phone.
2. If unsuccessful, contact the **emergency contacts** listed on the student's file.
3. Notify the **Site Supervisor** that a student is being supervised past program hours.
4. If no authorized individual can be reached in a timely manner, **local authorities may be contacted** to ensure the child's safety.

10.0 TRANSPORTATION

Our programs do not provide transportation to/from the program site.

Where transportation is provided, this will normally be from the school that your child is attending. You will be required to sign a release form, permitting your child to be picked up by our van.

In the summer, we include field trips so that your child will have the opportunity to enjoy cultural and educational enrichment outside the immediate neighborhood. We follow strict safety guidelines when transporting children, and count on your cooperation to make sure that your child is behaving appropriately during the trip. If they show inappropriate behavior during bus travel or the field trip, we will use the following procedures:

- (1) Children will receive two verbal warnings for not adhering to the rules when traveling on the bus.
- (2) After the third incident the parent will be given an incident report.
- (3) After the parent has been informed, should the unacceptable behavior continue a period of exclusion from field trips will be implemented and the parent will be obliged to pick up the child at time of departure.

11.0 HEALTH

You are the best judge of your child's health, and we trust you will not allow your child to come to the program sick; however, if in the opinion of the staff your child's condition worsens, we will call you to come and pick up your child. Each site has a staff member who has been certified in First Aid and can recognize the signs of a communicable disease and other illness. The following criteria will be considered in determining if your child must go home:

- Fever of 100 degrees or more
- Inflammation of the eye
- Vomiting
- More than one incident of diarrhea
- Communicable disease
- Unknown rash
- Yellow skin or eyes
- Evidence of lice infestation, scabies or other parasitic infestation

If your child is sent home due to illness, he/she cannot return to the program until he/she has been free from symptoms for 24 hours. This is to allow your child ample time to recover and to prevent the spread of illness to the other children.

It is your responsibility to notify the site staff if your child has a communicable disease such as: measles, mumps, chicken pox, head lice, etc. A doctor's note is required for your child to return to the program. A child may be

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readmitted without a statement from a physician only if the child has been absent for a period of time equal to the longest incubation period of the disease as specified by the Department of Health and Social Services.

Acute Illness or Injury:

If a child or staff becomes acutely ill, he/she will be separated from the other children and allowed to rest. Once settled in a separate area, vomit or other bodily fluids will be cleaned. The child's parent(s) will be contacted and asked to pick up the child as soon as possible. If the parent is not available, the child's emergency contact will be notified.

If a child requires medical treatment, 911 will be called. If the injured or ill child requires transportation to a medical facility, an effort will be made to contact the parent before the child leaves the facility. However, the health of the child is the primary concern.

Parents will be notified of all injuries happening on site. They will be informed of any first aid administered to their child. An Incident Report will describe the circumstances. The parent will be required to sign the Incident Report, confirming that information has been provided.

Hand Washing

Frequent hand washing with soap and running water is necessary to prevent the spread of disease. Children and adults need to wash their hands before preparing or eating snack, after water play, after handling any types of animals, toileting, coughing, and wiping noses. Set a good example and teach children how to clean their hands.

Medication

No medication of any kind will be administered by staff.

Emergency Procedures

We have regular fire and disaster drills at each site. We urge each family to plan what you will do if a disaster strikes during the program hours. The children are taught to listen to the site staff members for directions. We will assemble and count everyone and give aid and comfort as needed. We will stay with your child until you or someone listed on his/her emergency contact form can get there. We have stored emergency equipment at each site. Each site is provided with a Certified First Aid and CPR trained staff member.

Snacks

We provide a healthy afternoon snack consisting of two components from the USDA food groups daily. Water is always accessible for the children. Tables will be sanitized before and after food is prepared. Snacks will be served to the children by our staff once they are seated at the table. You are welcome to provide your own snacks. We encourage you to give your child healthy snacks as opposed to those with sugar or fat content.

Personal Items

No personal items on effect, i.e. jewelry, handheld games, Cell phones, electronic items, weapons, toys, etc... are allowed at the site. Big Ideas Educational Services, Inc. is not responsible for any stolen or lost items.

11.0 CELL PHONE POLICY

After School & Summer Programs

To maintain a safe and focused learning environment, **cell phone use by students is not permitted during program hours**. Unauthorized use may cause confusion, disrupt supervision, and create safety concerns.

- **Students contacting parents directly**—whether for emergencies or non-emergencies—**bypasses the appropriate communication chain** and can lead to miscommunication or delayed responses during critical moments.

If a parent or guardian needs to contact their child during program hours, please **call the Site Manager or program office directly**. Staff will ensure that messages are relayed or that appropriate communication is facilitated.

Your cooperation helps us protect the safety and well-being of all students and staff.

11.5 Student Restroom Safety Policy

Big Ideas Educational Services – After School Program

To ensure the safety and supervision of all students, **all Big Ideas staff and independent contractors** are required to adhere to the following restroom protocol during the after school program:

Initial Restroom & Hygiene Procedure

- Upon arrival at the program, all students are required to:
 - **Use the restroom**
 - **Wash their hands** before receiving snacks
- This initial restroom break takes place in the **hallway/gang bathroom** and is **monitored by staff** stationed near the bathroom entrance.
- Staff are responsible for **tracking the time students spend in the restroom** to ensure safety and accountability.

Ongoing Restroom Use

- After the initial group restroom break:
 - **Students must be released one at a time** from any location (classroom, elective room, cafeteria, hard court, PE field, etc.) to use the hallway bathroom.
 - **Multiple students are NOT permitted** in the hallway/gang bathroom at the same time.

Primary Student Restrictions

- **Primary-aged students may NOT be released** to use the hallway/gang bathroom during the **3:00 p.m. dismissal period** due to high-traffic safety concerns.

Communication Procedure

- If a student needs to use the restroom after the initial group break:
 - The staff member must **radio all staff** with:
 - The **name of the student**
 - The **room or location** the student is being released from

12.0 EMERGENCY SITUATIONS

Emergencies (Severe Weather, Building Evacuations, Lockdowns)

The facility where the program is located may be subject to any of the following natural disasters and emergencies:

- (1) Severe Weather (tornado, severe thunderstorm, flooding, etc)
- (2) Technological Disaster (*e.g. HAZMAT spill, power outage*):
- (3) Security Emergencies or Disasters: (*e.g. intruder, assault, shooting, suicidal attempt, weapons discovery, criminal/police activity in the neighborhood*)

When there is inclement weather, please stay tuned to the local media for updates such as the local authorities' enacting a state of emergency. Where our program takes place at school sites, you should also check the media and the school district website for any updates on school closings. Big Ideas will use the phone tree to contact all personnel in the event that we determine that the program has to be cancelled. Electronic devices will be prohibited from being used during a thunderstorm.

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In cases of emergencies while the program is taking place, Big Ideas Educational Services will implement the following lockdown procedures in order to maintain a safe environment.

- 1) Site Supervisor (or designee) will announce the “Lockdown” notification procedure.
- 2) Site Supervisor (or designee) will contact the local law enforcement authorities
- 3) Site Supervisor (or designee) the 9-1-1 operator of any reported, and or known casualties.
- 4) The Site Supervisor will notify the District Coordinator once the police have been notified.
- 5) The Site Supervisor will not allow the dismissal of any students upon notification of a “Lockdown” alert.
- 6) All Staff and students located in open areas will immediately report to the nearest secured area.
- 7) Staff members will direct students in an orderly and controlled fashion to the nearest secured area. Staff members should take attendance in order to properly account for every child. In the event a student is missing from the designated group, notification will be made immediately to the Site Supervisor.

Parents/caregivers will be notified if it becomes necessary for you to pick up your child. We will designate a location for reunification of students with authorized adults. Release of students will take place, using the same procedure for regular student pick up.

13.0 DISCIPLINE POLICY

At Big Ideas Educational Services, we view discipline not as a means of punishing a child who has acted inappropriately, but rather as a means of teaching a child. Positive discipline teaches children where the limits are set, how to maintain control over their bodies, and how to problem solve in the event of conflict.

Discipline is most effective when it follows logical consequences. The consequences for behavior have to make sense to the child. If a child is playing on the playground and walks up the slide backwards, it is logical to tell the child that it is not safe to walk up the slide backwards. But let’s not leave it at that. At Big Ideas Educational Services, we would get the child involved in a discussion about what could happen if the child were to fall off the slide. We consider this type of situation a teachable moment. We lead by example, and the children’s safety is very important to our organization.

Since the purpose of discipline is to teach, more verbal children should be encouraged to talk to their peers when conflict arises. This helps children to empathize with one another’s feelings and really see the results of their actions.

Limiting a child’s choices of activities due to inappropriate behavior is an effective means we use to teach children to respect property and one another. (i.e. A child who is stepping on the board games should be warned that he/she will be asked to find something else to do if he/she does it again, because stepping on the board games could break them.)

Separation of children may become necessary in the case of two or more children having extreme difficulty working or playing together without conflict. The employee will assign appropriate work and play areas for the children, with the message that they may try to get together at a later time if they do well on their own. The use of the time apart

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shall be very limited. A time-apart approach is an opportunity for a child who is out of control and at risk of harming himself or others to calm down and gain control once again. A time apart shall never be demeaning (forcing a child to sit in a corner or put his/her head on the table). Again, it is an opportunity to gain control over oneself so that the child and adult can discuss the situation and a more appropriate action can be taken.

When talking to the children about their behavior, we allow them input on what they feel is an appropriate consequence for their action. This works especially well as children get older. One may be surprised at how a child responds to this approach. If their suggestions are inappropriate, then we make the decision ourselves as to what the consequence should be. It is our belief that the child stands to gain the most if he/ she makes retribution on his/her own terms.

Inappropriate behavior shall be viewed as exactly that. Children shall NEVER be referred to as naughty or bad. We always address the behavior as a problem, not the child. Whenever possible, we give children a choice. We try to let them own their own actions by choosing what they do. An employee is expected to show respect to the children at all times and is also expected to give unconditional acceptance of the child as a good person trying his or her best to learn about life.

Discipline and Guidance

At Big Ideas Educational Services, the term guidance is used for several reasons. It is a positive term and implies working with the child to develop internal control of his/her behavior. Our goal is to encourage the children to become creative, independent, responsible, and socially mature human beings. This involves learning to make responsible choices and accepting the consequences of such choices.

Guidance takes several forms:

- Environment- A place designed to meet the needs of children.
- Logical Rules- Such as keeping our hands to ourselves, and taking care of the learning environment. These are discussed with the children, as well as why such rules are needed.
- Curriculum- Is developmentally appropriate, based on the children's interest and level of readiness.
- Positive Behavior- We reinforce the behaviors we encourage. Catch them being "good!"
- Redirection- Often interesting a child in another activity can eliminate a potential difficulty. We might ask a child to help us or send them to a different area to play.
- Positive Reminder- Telling the child what we want them to do, rather than using "no or don't".
- Renewal Time- Occasionally a child needs to be removed from the situation for a brief time allowing them to consider alternate behaviors.

Any on-going situations will be discussed with the parents to ensure a cooperative approach. Please feel free to discuss any questions or concerns.

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NOTE: No corporal punishment will be allowed. This is defined as the use of negative physical touching. (spanking, slapping, pinching, etc.) No unusual punishment will be allowed, such as humiliation, ridicule, threat, or coercion.

Chronic Disruptive Behavior

We will make every effort to work with the parents of children having difficulties in the program. We are here to serve and protect all of our children, though children displaying chronic disruptive behavior which has been determined to be upsetting to the physical or emotional well being of another child may require the following actions:

- Initial Consultation- The program coordinator may require the parent(s) of any child who attends the program to meet for a conference after five written behavior forms have been completed. The problem will be defined on paper. Goals will be established, and the parent will have the option to be involved in creating approaches toward solving the problem.
- Second Consultation- If the initial plan for helping the child fails, the parent(s) will again be required to meet with the program coordinator. Another attempt will be made to identify the problem, outline new approaches to the problem, and discuss the consequences if progress is not apparent.
- Suspension- When the previous attempts have been followed and no progress has been made towards solving the problem, the child may be suspended from the program indefinitely. The administrative staff may immediately suspend a child at any time he/she exhibits a behavior which is harmful to himself/ herself or others. A parent may be called from work at any time the child exhibits uncontrollable behavior that cannot be modified by the program staff. That parent may be asked to take the child home immediately. Suspension from the program may vary from a few hours to an indefinite period.
- We at Big Ideas Educational Services, Inc. reserve the right to dismiss a participant at any time due to an extremely disruptive episode, which is deemed as a verbal or physical threat to the participant, other participants, or Big Ideas Educational Services staff.

Discharge Policy

Big Ideas Educational Services reserves the right to cancel the enrollment of a child for the following reasons:

- Excessive student absents, Early/late student pick-up
- Not observing the rules of the program as outlined in the parent agreement
- A child is enrolled in the program that has special needs which we cannot adequately meet with our current staffing pattern
- **Physical and/or verbal abuse of staff or children by parent or child**

13.5 GRIEVANCE INFORMATION AND PROCEDURES

Conflict Resolution & Complaint Procedure

At Big Ideas Educational Services, we encourage open communication and respectful dialogue when conflicts arise. To ensure concerns are addressed fairly and efficiently, we ask that all families follow the established chain of command:

1. **Step 1: Conference with Site Manager**
Begin by discussing the concern directly with the Site Manager at your child's school site.
2. **Step 2: Appeal to Quality Control**
If the issue is not resolved after meeting with the Site Manager, the parent/guardian may request a review by the Quality Control team.
3. **Step 3: Appeal to Program Director**
Should the concern remain unresolved, it may then be escalated to the Program Director for further review and consideration.
4. **Step 4: Final Appeal to Partner School Principal**
If no resolution is reached at the Program Director level, a final written appeal may be submitted to the principal of the partnering school.
 - Upon receipt of the written appeal, a conference will be scheduled at a mutually agreed-upon time.

14.0 HOLIDAYS

The following holidays will be observed and the program will be closed:

- New Year's Day
- Martin Luther King Jr.
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day, the day after Thanksgiving Day
- Christmas Break

15.0 CHILD ABUSE & NEGLECT

Staff members are required by law to report any suspected child abuse or neglect.

16.0 Active Shooter Policy

1. Prevention and Preparedness

a. Regular Training:

All staff will receive ongoing training on active shooter response protocols. This includes recognizing warning signs, evacuation routes, lockdown procedures, and participating in regular drills.

b. Threat Assessment:

Facilities will undergo regular safety and threat assessments. Security vulnerabilities will be identified, and preventative measures will be implemented accordingly.

c. Communication Protocols:

Clear communication channels will be established for staff, students, and families to report suspicious behavior or concerns related to safety and potential threats.

d. Emergency Contacts:

Current contact information for local law enforcement, emergency responders, and relevant agencies will be maintained and easily accessible at all sites.

2. Response Procedures

a. Evacuation:

If safe, evacuate all staff and students using designated exit routes. Move to pre-identified assembly points away from the facility and remain there until cleared by authorities.

b. Lockdown:

If evacuation is not possible, initiate lockdown. Secure doors, turn off lights, silence devices, and remain silent. Staff are responsible for ensuring students stay out of sight and follow safety instructions.

c. Shelter-in-Place:

Designate secure interior locations where staff and students can safely shelter. These spaces should offer concealment and protection until law enforcement arrives.

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d. Emergency Notification:

Immediately alert local law enforcement and emergency services. Notify administration and maintain updated emergency contact logs for rapid response and family communication.
