



**B.R.A.D. HEAD START/EARLY HEAD START  
NEW EMPLOYEE 90 DAY TRAINING PLAN**

**NAME OF EMPLOYEE** \_\_\_\_\_ **DATE OF HIRE/PROMOTION** \_\_\_\_\_

**POSITION** \_\_\_\_\_ **LOCATION** \_\_\_\_\_

<b>Health and Safety</b>
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- \_\_\_ Each child receives health screening, that includes hearing, vision, strab, height, weight, blood pressure, and developmental screening.
- \_\_\_ Health screening for infant and toddler (EHS)
- \_\_\_ Health screening completed within 45 days of entry
- \_\_\_ EPSDT schedule for physicals
- \_\_\_ Immunizations policy
- \_\_\_ Daily health checks
- \_\_\_ Daily routine forms (EHS)
- \_\_\_ Sick child policy
- \_\_\_ Administering medication and forms to be used
- \_\_\_ Universal precautions (washing hands, wearing gloves, etc.)
- \_\_\_ Blood borne pathogens
- \_\_\_ Diapering procedures (EHS)
- \_\_\_ Procedures to follow when a child bites another child
- \_\_\_ Fire, earthquake, storm drills and documentation pertaining to the drills
- \_\_\_ CPR and first aide
- \_\_\_ Brushing teeth procedures
- \_\_\_ Oral care for infants and toddlers
- \_\_\_ Tracking health information
- \_\_\_ Confidentiality of health information

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**Nutrition**

- \_\_\_ Understanding the relationship of nutrition to health
- \_\_\_ Height and weight measurements (frequency and procedures)
- \_\_\_ Hemoglobin, when to refer and where
- \_\_\_ Daily nutritional requirements at HS and EHS
- \_\_\_ Nutrition and dental health
- \_\_\_ Salt and children's diet
- \_\_\_ All children will be offered breakfast
- \_\_\_ Quiet time before meals
- \_\_\_ Family style dining for at least 30 minutes
- \_\_\_ Food is never used as reward or punishment
- \_\_\_ Children are encouraged but never forced to eat
- \_\_\_ Grocery tickets and inventory turned in at the end of each month to Nutrition Manager
- \_\_\_ Temperature charts on all refrigerators and freezers
- \_\_\_ Follow recipes provided by USDA
- \_\_\_ Grocery orders are due in central office each Monday
- \_\_\_ Kitchens are to be kept clean at all times

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<b>Child Development: Pre-School</b>
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- \_\_\_\_\_ Developmentally appropriate practice
- \_\_\_\_\_ Appropriate expectations
- \_\_\_\_\_ Reading and playing with children on demand
- \_\_\_\_\_ Use of “time-out” (Limited – What is the correct method?)
- \_\_\_\_\_ Use positive terms for stating the behavior you desire
- \_\_\_\_\_ Avoid using “don’t” and “no”
- \_\_\_\_\_ Outside time is an extension of the learning opportunity
- \_\_\_\_\_ Confidentiality  
Who needs to know what and why?
- \_\_\_\_\_ We use conflict resolution
- \_\_\_\_\_ Redirection
- \_\_\_\_\_ Modeling
- \_\_\_\_\_ Verbal/non-verbal prompts
- \_\_\_\_\_ Transition songs, games and finger plays
- \_\_\_\_\_ Praise and encouragement to help children self-regulate their own behavior.

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**Child Development: Infant and Toddler**

\_\_\_\_\_ Developmentally appropriate practices  
What that means  
How it looks in centers

\_\_\_\_\_ Definition/Explanation of terms used in child development

\_\_\_\_\_ Responsive infant and toddler care

\_\_\_\_\_ Model language by talking with the children frequently

\_\_\_\_\_ Proper procedures for diaper changing

\_\_\_\_\_ Feed on demand

\_\_\_\_\_ Sleep as needed

\_\_\_\_\_ Read to child at every opportunity

\_\_\_\_\_ Avoid using negative words such as “don’t” and “no”

\_\_\_\_\_ Learn children’s names as soon as possible

\_\_\_\_\_ Please be warm and cordial to children and families at arrival and departure

\_\_\_\_\_ Understand that biting, hitting, pushing are age-appropriate for infants and toddlers and  
Guide them into more positive behaviors

\_\_\_\_\_ Be hands-on, involved and interactive with the children

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**ERSEA**

- Eligibility (income guideline)
- Recruitment
- Selection and Enrollment (Priority Rating Scale)
- Attendance

**Family and Community Partnerships**

- Family Involvement
  - Parent Committees
  - Policy Council
  - Parent Meetings
  - Parent Educational Opportunities
  - Father Involvement
  - Parent Handbook
  - Lending Libraries
  - Parent/Child At-Home Learning Activities
- Family Services
  - Assessing Family Needs
  - Referrals
  - Goals
  - Confidentiality
  - Building Successful Relationships with Families

(For EHS Teacher/Caregivers, provide sample copies of IFP documents)

**In-kind**

- Purpose
- Allowable
- In-kind notebook (sample forms)
- Parent/Child At-Home Learning Activities

**Transportation**

- Use of agency vehicles
- Use of personal vehicles

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**Disability/Transition Services/Mental Health**

- \_\_\_\_\_ Referral process  
(disabilities and mental health)
- \_\_\_\_\_ HS/EHS responsibilities regarding children with disabilities
- \_\_\_\_\_ Working with IEPs
- \_\_\_\_\_ Working with IFSPs
- \_\_\_\_\_ Transition  
What is it?  
How it effects, children parents and staff
- \_\_\_\_\_ Confidentiality  
Who needs to know what and why?
- \_\_\_\_\_ Reporting child abuse and neglect
- \_\_\_\_\_ Mental Health Referral Process
- \_\_\_\_\_ Who is the program mental health professional and what is their role?

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