

# Parent Handbook

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August 2013 – July 2014



Child Development Programs

Head Start, Early Head Start, Collaborative Pre-K, Childcare & CHEERS



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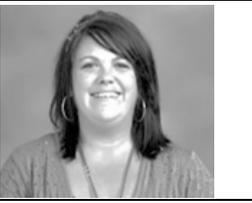
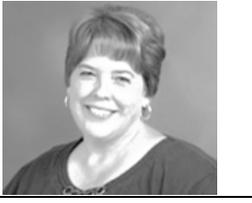
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### **Welcome!**

The MSU Child Development Programs Parent Handbook is comprehensive with information for all of the programs we offer – Head Start, Early Head Start, Collaborative Pre-K, Child Care and CHEERS. This handbook provides information about each program option and program information. Be sure to watch the classroom newsletter and Parent Link for possible changes. Please read it carefully and keep it in a convenient place for quick reference throughout the year.

If you have a question about any part of the handbook or the program, do not hesitate to talk to your child’s classroom teacher/caregiver, home visitor or one of the program coordinators.

**Administrative Staff – for your information**

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## Where we are & what's available!

If you need to leave a message (evenings and weekends) – please call us at the number listed below for your child's site! Voice mail and answering machines are used at all sites. If for some reason you cannot get a hold of a site – call the Main Office at 800-437-4104 ext. 34868!!

Site	Programs	Location	Address	Telephone	Fax
<b>Mayville</b>	Early Head Start – center-based Head Start – center-based Child Care (6 wks-age 5) CHEERS (Summer)	Birkelo Hall on MSU Campus	330 3 <sup>rd</sup> Street NE Mayville, ND 58257	(701) 788-4868 or 800-437-4104 ext 34868	(701) 788-4781
	CHEERS (After-school care)	Peter Boe Jr. Elementary School	20 2 <sup>nd</sup> Street NW Mayville, ND 58257	(701) 788-2116 Cell: (701) 430-0923	(701) 788-9115
<b>Hillsboro Armory*</b>	Head Start – center-based Child Care (Age 3-5) CHEERS (After-school care/Summer)	Hillsboro Armory	408 1 <sup>st</sup> Street SE PO Box 542 Hillsboro, ND 58045	(701) 636-4047	(701) 636-5412
<b>The Main Discovery*</b>	Early Head Start – center-based Head Start – center-based Child Care (6 wks-age 3)	Main Discovery	1 1 <sup>st</sup> Ave. SW PO Box 815 Hillsboro, ND 58045	(701) 636-2171	N/A
<b>Hillsboro (Collaborative Pre-K)</b>	Head Start – center-based Child Care (age 4-5)	Hillsboro Elementary School	124 4 <sup>th</sup> St NE Hillsboro, ND 58045	(701) 636-4711	(701) 636-4712
<b>McVile (Collaborative Pre-K)</b>	Head Start – center-based Child Care (age 3-5)	Dakota Praire Elementary School	101 Nyhus Ave McVile, ND 58254	(701) 322-4771	(701) 322-5128
<b>Central Valley (Collaborative Pre-K)</b>	Head Start – center-based Child Care (age 4-5)	Central Valley School	1556 Hwy 81 NE Buxton, ND 58218	(701) 847-2220	(701) 847-2407
<b>Home-Based</b>	Early Head Start Head Start	Traill, Steele, Griggs, Nelson & rural Grand Forks counties	330 3 <sup>rd</sup> Street NE Mayville, ND 58257	(701) 788-4868 or 800-437-4104 ext 34868	(701) 788-4781
<b>Grand Forks</b>	Early Head Start – center-based Early Head Start – home-based	UND Campus Home-based serves GF county	920 Northwestern Drive Grand Forks, 58203	(701) 777-8153	(701) 777-8154

### \*Hillsboro Armory/Main Discovery:

Head Start and Early Head Start are operated by MSU Child Development Programs and are not available program options through The Main Discovery. Child Care and CHEERS program options are collaborative and are available through both entities.

## **Mission of Mayville State University**

To educate and guide students, as individuals, so that they may realize their full career potential and enhance their lives. We do this in an environment that reflects our tradition of personal service, commitment to innovative technology-enriched education, and dynamic learning relationships with community, employers and society.

## **Mission of MSU Child Development Programs**

*Regulation 1304.51*

Mayville State University Child Development Programs will assist in empowering children, families, the community, staff, students and volunteers by providing opportunities and resources to improve their quality of life.

## **Unit Goals of the Child Development Programs**

### ***Children***

- To provide the opportunities for comprehensive development (physical, social, cognitive, emotional and language) through developmentally appropriate practice.

### ***Families***

- To value and support “parents as their children’s first and primary teachers.”
- To foster independence, self-sufficiency and individual empowerment by linking families with temporary and appropriate supportive services.

### ***Communities***

- To promote partnership with community resources by linking children, families, staff and students with appropriate agencies according to their individual needs.

### ***Staff***

- To encourage and mentor each other in professional and personal growth.

### ***Students***

- To provide opportunities for leadership, learning and direct experiences in a developmentally appropriate environment.

### ***Volunteers***

- To provide opportunities and support for individuals to share their time and talent.

## **Early Head Start & Head Start Information**

### ***What is Early Head Start and Head Start?***

Both programs are federally funded and offered at no charge to eligible families. A reminder childcare beyond the EHS or HS day is charged to the family.

### ***Eligibility Requirements***

Families must meet federal ACF income guidelines. Ten percent (10%) over-income families may be accepted according to selection criteria outlined in the recruitment policy. This is a decision of the Program Management Team. If there are enough income-eligible families, over-income families do not need to be enrolled. Foster care and homeless children are automatically eligible. To maintain regulation guidelines, 10% of the children enrolled have a diagnosed disability.



Early Head Start is for pregnant women and children from birth to three years of age. Head Start is for three to five year olds, not attending kindergarten.

### ***Notice***

Since the 2000-2001 program year, Traill, Steele, Griggs and Nelson counties have been declared as “Medically Underserved.” This is a program term meaning due to limited resources, the distance to travel to attain needed resources, plus the hardships that are facing rural communities; more than just low-income families can benefit from the Early Head Start and Head Start programs.

Based on the medically underserved declaration, Early Head Start and Head Start can enroll one over-income family for every eligible family enrolled. The program will still place income eligible families into the enrollment opportunities first, but the possibility is there for services to be provided for even more children and families.

## **Program Options**

### ***Center-Based – Head Start***

Head Start classrooms operate Monday through Friday, 8:30am to 3:00pm with wrap-around child care offered in Mayville from 7:00am to 5:30pm. The classrooms reflect the Creative Curriculum philosophy and an environment which is structured in a way to support all areas of development. We believe children learn as they play, therefore they use experimentation, inquiry, observation, play and exploration. Opportunities are provided for creative self-expression such as art, music, movement and dialogue.

The child and family are involved with all Head Start components including health, nutrition, family services, parent involvement, social services and child development. The classroom teacher, classroom aide and administrative staff support and assist the family with any goals they choose to strive for.

### ***Center-Based – Early Head Start***

Early Head Start classrooms operate Monday through Friday, 8:30am to 3:00pm with wrap-around child care offered in Mayville from 7:00am to 5:30pm. The core of our curriculum in Early Head Start is to develop close relationships, trust, curiosity and motivation in each child through daily interactions. The environments are set up to promote exploration, an essential ingredient to early learning and development.

Staff ensures a safe, nurturing, supportive and healthy environment while promoting the parents as their child's primary care teacher. Each child will have a care teacher who is responsible for the child's primary care when the parent is not present. Primary care giving implies one individual care teacher will be accountable for a small group of children in the room.

The child and family are involved with all Early Head Start components including health, nutrition, family services, parent involvement, social services and child development. The classroom care teacher and program administrative staff support and assist the family with any goals they choose to strive for.

### ***Home-based – Head Start & Early Head Start***

The home-based program is a comprehensive Early Head Start/Head Start program option offered in both the family's home and with socialization opportunities. A home visitor will come into the home four times per month. In the home environment, parents are encouraged to be the "teacher." The home visitor also facilitates and works with the child.

The program offers socialization opportunities two times per month. These socialization meetings offer the child and families the opportunities to come to the center and interact with other children and parents.

The family is involved with all Head Start and Early Head Start components including health, nutrition, family services, parent involvement, social services and child development. The home visitor and administrative staff support and assist the family on any goals they choose to strive for.

### ***Prenatal Services – Early Head Start***

The program offers services to pregnant women and expectant families. A home visitor will meet with the family a minimum of one time each month. The purpose of the visit is to provide information, resources and support related to pregnancy and planning for the new baby. The program also works with the parent(s) to decide which program (home-base or center-base) option will best meet the needs for the new child and the family.

### ***Combination – Dakota Prairie Collaboration***

Combination – Head Start classrooms operate Monday/Wednesday/Friday and Tuesday/Thursday (following the school district's operation hours) with monthly home visits. The classrooms reflect the Creative Curriculum philosophy and an environment which is structured in a way to support all areas of development. We believe children learn as they play, therefore they use experimentation, inquiry, observation, play and exploration. Opportunities are provided for creative self-expression such as art, music, movement and dialogue. All children and families are involved with Head Start components including health, nutrition, family services, parent involvement, social services and child development. The classroom teacher, classroom aide and administrative staff support and assist the family with any goals they choose to strive for. Home visits are designed to connect classroom and home learning opportunities; these are required for Head Start families and are optional for childcare.

## ***Collaborative Pre-K***

The Child Development Programs works together with local school districts to provide a collaborative Pre-K environment that includes both Head Start and childcare children who will be entering kindergarten the following school year. The agreements are specialized and will vary for each site. The classrooms reflect the Creative Curriculum philosophy and an environment which is structured in a way to support all areas of development. We believe children learn as they play, therefore they use experimentation, inquiry, observation, play and exploration. Opportunities are provided for creative self-expression such as art, music, movement and dialogue. All children and families are involved with Head Start components including health, nutrition, family services, parent involvement, social services and child development. The classroom teacher, classroom aide and administrative staff support and assist the family with any goals they choose to strive for. Home visits are designed to connect classroom and home learning opportunities; these are required for Head Start families and are optional for childcare.

The Collaborative Pre-K classroom is located at the Central Valley School District operates Monday through Thursday following the school district's operation hours.

## ***Child Care***

The program offers childcare services in Mayville for children ages six weeks through kindergarten. For Early Head Start & Head Start children needing care beyond the EHS/HS hours, this is called wrap-around care and there is a charge.

The educational opportunities are offered in the classrooms are available for all children (see curriculum and classroom environment for details).

The following are policies which apply to childcare children: Parents are billed according to the schedule for childcare requested. All enrollment forms must be completed for all children enrolled in the childcare program before care will be provided.

Children are asked to bring an extra set of labeled clothes to the center should an accident or spill occur. Teachers will notify parents if anything else is needed.

## ***CHEERS***

The CHEERS program is available to kindergarten through fifth grade children at Peter Boe Jr. Elementary in Mayville. We believe children are over-programmed and over-controlled and no longer have the luxury of simply being just kids. Many need a break to unwind and unpack the events of the day. The goal of the program is not to provide more structured activities the children must participate in, rather to provide an environment which will allow them to make appropriate choices during this "free time." Children will have the opportunity for indoor and outdoor play, snacks, organized enrichment activities, quiet time and supervised homework time.

Children are allowed to bring a favorite item from home. It will be understood the item can be shared with others and it is the responsibility of the child and parent/guardian to see the item is taken home each day.

## ***Infant/Toddler Care (EHS and Childcare children)***

The Infant/Toddler Program has classrooms with mixed age groups ranging from 6 weeks to approximately 24-30 months. The groups depend upon space available, child readiness, make-up of the group and where the child “fits in” best based on skills and development. Primary care giving is utilized in the classrooms. This implies one care teacher will be accountable for a group of children in the classroom. The care teacher will be responsible for lesson planning, parent communication and the routine care throughout the day. Limiting the number of adults who have contact with children during important bonding routines and teachable moments develops trust with young children. It is a priority in the Infant/Toddler rooms to maintain stability and consistency in the childcare setting.

Children will be moved to the transition room when they are between 24-30 months of age. This move will depend upon guidelines stated previously, where the child “fits in” best, space available, child readiness and make-up of the group.

1. These items are to be provided by the parent and must be labeled (if you cannot provide necessary items, please contact a Family Services Coordinator for assistance):

### ***Infants:***

- |   |  |
|---|--|
| * Two bottles (plus liners, if required)    | * Blanket (lightweight for crib) – with written permission |
| * Extra clothing (two sets plus socks)      | * Pacifier – with written permission                       |
| * Sweater/coat/accessories for outside play | * Diaper ointment  |
| * Diapers & wipes (childcare families only) |  |

### ***Toddlers:***

- |                                  |   |
|----------------------------------|---|
| * Extra clothing                 | * Sweater/coat/accessories for outside play |
| * Blanket for naptime (optional) | * Diaper ointment                           |

2. The program provides formula and food (ask which formula is currently used). If a child is on a formula other than what is currently being used, the parent must provide it themselves unless it is determined by child’s physician. Our program participates in the USDA food program.
3. Parents are required to complete a daily information sheet on their child. This provides the care teachers with information about the child prior to their arrival at the center. Care teachers then complete this sheet throughout the day and return it to the parent. This is an effective way for the parents and care teachers to communicate about the child and their day.
4. Each child is assigned a mat or crib. Sheets are laundered weekly, unless they become soiled. Toys are disinfected daily.
5. In the case of a behavior issue (i.e. biting), an Incident Report is completed; copies are given to the parent and appropriate coordinator, the original is filed in the child’s permanent file. Parents are made aware of the issues either when they pick their child up or on daily information sheets.

Our goal in any behavior situation is children being capable of regulating their own behavior. Adults can expect great variability of emotion and social interaction among children. All children have different temperaments. The Infant/Toddler care teachers use the discipline policy: “The Guidance Approach.”

It is a challenge for the care teacher to know when to let a toddler work a conflict through themselves and when to intervene. When a situation arises which requires an adult to step in, the care teacher will tell the child “no” and/or give a brief explanation of why the behavior had to be stopped (i.e. “No hitting, use nice hands.”). Parents are informed of any ‘discipline’ situation which occurs. If the behavior persists, the care teacher and parent may want to meet to discuss the situation and come up with a plan on how to deal with the issue both at home and the center.

## **Philosophy & Curriculum**

### **Curriculum—Preschool**

The preschool curriculum is based on the Creative Curriculum and the Head Start philosophy and performance standards. The two ideas basically state children learn through the exploration of their environment and social/emotional development is most important and affects all other developmental growth. The lesson plan is created based on data from:

1. Child receives *Brigance* developmental screening.
2. The teacher or home visitor sets goals related to your child's strength and areas needing growth based on Brigance developmental screenings and the ongoing assessment tool, Teaching Strategies GOLD. Strengths and goals are discussed with parents at home visits and parent teacher conferences.
3. CDP (Child Development Plan) or IEP (Individual Education Plan) goals are developed and discussed with parents; 504 plans are also discussed and developed as necessary. Daily activities:
  - Are planned to accomplish the different individual goals of the children in the class.
  - Are also influenced by children's emerging interests.
  - Will be influenced by the child experience form, interest & skill based plan, Creative Curriculum foundation and suggestions from parents.
  - Allow for both child-initiated and teacher-directed activities which follow developmentally appropriate practices.
4. Some daily activities are prepared to fulfill performance standard requirements: 30 minutes of large motor activities, health & nutrition, education, and family style meals and snack times.
5. Combination-Head Start classrooms follow Creative Curriculum, Head Start Performance Standards and may modify curriculum with Director's approval to include more literacy and educational based activities.

### **Curriculum—Infant & Toddler**

The infant/toddler curriculum uses a variety of published curriculums as resources, Head Start philosophy and performance standards. The core of the curriculum is children learn when close relationships, trust, curiosity and motivation are provided through routine interactions. Lesson plans are created on an individual basis:

1. Child is screened using *Brigance* screening tools.
2. The teacher or home visitor sets goals related to your child's strength and areas needing growth based on Brigance developmental screenings and the ongoing assessment tool, Teaching Strategies GOLD. Strengths and goals are discussed with parents at home visits and parent teacher conferences.
3. IFSP (Individual Family Service Plan), IEP (Individual Education Plan) or 504 plans are addressed.
  - Activities are planned to accomplish individual goals
  - Activities are influenced by emerging interests and skills
4. Some daily activities are prepared to fulfill performance standard requirements: 30 minutes of large motor activities, health & nutrition, education, and family style meals and snack times.

## ***Philosophy—Infant & Toddler***

The Infant/Toddler program staff believes the key to quality care is the quality of the relationships — between child and family, child and caregiver, caregiver and family and among the adults in the child care setting. Our philosophy is to promote the growth of the child as a whole. The infant and toddler years are unique because each child is growing and developing at a different rate. Developmentally appropriate programming is provided for all infants and toddlers based on individual needs and schedules.

Children have the right and need to feel good about themselves, the people around them and their environment. They need to become independent in many aspects, but also need to feel they belong and are accepted members of a group. It is our belief these feelings of self-worth are only possible if children are able to establish areas of development (social, emotional, language, cognitive and physical).

## **School Readiness Goals and Program-Wide Assessments**

All Head Start and Early Head Start programs are required to establish and monitor school readiness goals for children. These goals reflect five essential domains of learning:

1. Physical Development & Health
2. Social & Emotional Development
3. Approaches to Learning
4. Language & Literacy
5. Cognitive and General Knowledge

The program has created a long term plan for achieving these established goals. As part of the plan, all children are assessed on an ongoing basis and data is collected multiple times throughout the year. This data is then analyzed for patterns in order to revise, develop, and implement plans for ongoing program improvement.

Children are assessed using Teaching Strategies GOLD. Classroom environments are assessed using Classroom Assessment Scoring System (CLASS), Infant/Toddler Environment Rating Scales (ITERS), and Early Childhood Environment Rating Scales (ECERS). ChildPlus is used to collect additional child and family data. MSU CDP has on file a comprehensive program-wide assessment plan.

## **Programming Specifics**

### ***Individual Programming***

Our program meets the individual needs of each child and his or her parents/guardians by using the following procedures:

### ***Health Screenings***

All children enrolled in Head Start/Early Head Start must have a physical and a dental exam within 90 days of enrollment. Your child will also be screened for hearing and vision within the first 45 days of the program year. The height & weight measurements will be taken two times during the school year. If any problems appear, the Health Coordinators will contact you. If needed, a referral may be made to a special service agency.

### ***Education Screenings/Assessments***

Your child's ability in the areas of speech and language, cognitive development, social and emotional development, and fine and gross motor skills will be evaluated. Screenings will occur within 45 days of enrollment. Early Head Start and Head Start children will be screened using *Brigance*. If any concerns appear, our education staff will contact you.

Teachers use Teaching Strategies GOLD as an ongoing assessment tool. This tool monitors all educational domains including:

- Social-Emotional
- Language
- Cognitive
- Literacy
- Mathematics
- Science & Technology
- Social Studies
- The Arts
- Physical – Fine & Gross Motor
- English Language Acquisition

### ***Children with Disabilities***

All children enrolled as having special needs must be diagnosed by a qualified professional. All information collected is used exclusively to plan and evaluate the child's program year concerning his or her health and educational needs. A referral is made when the information deviates from normal standards. Appropriate staff will contact parents/guardians if a referral is necessary.

### ***Individual Child Development Plan***

After developmental, health, social/emotional, and dental screening results are complete, the teacher, care teacher or home visitor and parent/guardian will discuss goals for each child. This will be used during the year along with observations and portfolios to keep an up-to-date record of the child's developmental progress. Preschool children will also have an individual child profile that tracks cognitive, physical, and social/emotional and language development. This plan is reflective of the child's goals as indicated in Teaching Strategies GOLD (ongoing assessment).

## ***Family Partnership Agreement (FPA)***

Each Head Start and Early Head Start family will complete a family needs assessment and outline a family partnership agreement with their child’s teacher, home visitor, care teacher or family services coordinator. The family partnership agreement will help families identify with strengths and goals they want to work on. Staff can assist families and help provide referral information for services such as WIC, counseling, fuel assistance, food stamps, emergency services, food pantries, legal aid and more. If your family is already working on goals with another agency, we can collaborate into a single plan.

## ***Special Services***

Head Start/Early Head Start’s health & disabilities services component staff will assist parents in finding needed special services for children in the areas of health and/or education. The education staff will provide extra assistance to teachers who are serving children with special needs.

## ***Classroom Environments***

The education program provides an environment to improve, expand and stimulate each child’s growth in the following areas:

Cognitive	The process of thinking and doing
Physical	Strengthening large and small muscles
Social	Learning to live efficiently with peers & adults, value own rights and rights of others
Emotional	Ability to understand, channel & express inner feelings—to talk rather than act out
Self-Concept	Develop positive self-identity, awareness & pride in cultural background
Language	Increase both listening and speaking skills
Creativity	Grow in ability to express inner creative impulses through singing, dancing & art expression
Self-Help	Taking care of oneself
Health	Well-being, nutrition, dental

## ***The Infant & Toddler Classrooms***

The Infant & Toddler program recognizes the uniqueness of each child. Our philosophy is to promote the growth of the child, while working closely with parents to provide care as similar to the home as possible. Developmentally appropriate care is provided for all infants and toddlers based on the individual needs and schedules of each child. Staff utilizes primary care giving methods.

## ***The Preschool Classrooms***

Young children learn by actively exploring their environment. A creative, rich space and thoughtful arrangement of the indoor and outdoor environments enhances learning and growth. This provides a chance for cooperative activities with peers and opportunities for children to discover, explore, create and develop learning to reach their developmental potential.

The classroom environment is influenced by the Creative Curriculum, which helps arrange the classroom with different interest areas: dramatic play, blocks, manipulative (small motor), science, sand & water, library, outdoors (large motor), music and movement. We plan activities by using individual child development and interest & skill based plans. Curriculum materials and activities are influenced by Mental Health, Health and Nutrition Curriculum and are also part of different environment areas. Parental input is vital to the child's growth and development; your input is always welcome!

## ***The After-School Classrooms***

The purpose of the CHEERS program is to provide a warm and supportive atmosphere for children after school is dismissed for the day. The goal of the program is not to plan more structured activities after a long day and all the events which come with it. Instead children have the opportunity for indoor and outdoor play, snacks, organized enrichment activities and supervised homework time.

## ***Discipline Policy "The Guidance Approach"***

The CDP staff uses the Guidance Approach to discipline. We provide a supporting environment where children begin to learn and practice appropriate and acceptable behavior as individuals and as a group. Some techniques used are:

*Modeling • Warning • Redirecting • Suggesting • Humor • Praising • Promoting • Ignoring • Encouraging • Setting limits • Playfulness • Persuading • Listening*

When using the guidance approach to discipline also means using developmentally appropriate guidance. We ensure this by having a clear understanding of the stage of development each child is in. Through our comprehensive screenings, anecdotal observations, child development guide and child development checklists, we have a system set up to best choose the discipline method or environmental accommodations which meet the child's stage of development. Individualizing is done to help children learn self-control and appropriate expression of feelings. One on one negotiating with a child on a constant basis may be all that is needed to help a child regain control. Teaching self-control, responsibility for actions and making acceptable choices is an important goal in our program. We want to teach children to respect themselves and others.

Staff will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion or disability. Staff understands no child shall be left alone or unsupervised while in our care. Positive methods of child guidance will be used. We do not engage in corporal punishment, emotional or physical abuse, humiliation, isolation, denial of basic needs or the use of food as punishment or reward.

Along with the techniques described in our first paragraph, we may use “time out.” This may be used on occasion to help a child see it is helpful for him/her to get away from the stress. The child may just need time to gain control before entering the group.

1. “Time out” is not used as a punishment. It is done in a firm voice, not angry. It is meant as a positive strategy to show children how to ‘cool down.’
2. “Time out” is not to be extended for long periods of time (in or out of the classroom). Never more than 1 minute for each year of the child’s age. The child should be told he/she is welcome back to the group whenever he/she has control and the class is happy to have him/her return.
3. Verbal interaction is important before the child re-enters the group. The adult who started the process will return the child or review what it was that caused the time out. The adult will talk about a plan to avoid difficulty in the future. This is all done in a tone of voice from the adult that shows the child respect, dignity and encouragement.
4. Child must be supervised at all times.
5. This strategy is not appropriate for children under the age of 3.

### ***Behavior Guidance—CHEERS Program***

The program’s schedule is planned with the basic needs of school-age children in mind. Children have the opportunity to participate in a variety of activities, either structured or of their own choosing. It is felt the well-rounded, consistent program will minimize the need for discipline.

Any behavior issues will be handled firmly and with kindness and understanding. Where possible, a positive approach to discipline will be used for example: telling the children what they can do rather than what they cannot. By giving the children much more time and attention when they are behaving appropriately than inappropriately, it is hoped they will find it more rewarding to act accordingly. Children will be encouraged and guided to develop self-control and assume responsibility for their own actions.

Certain limits must be set in order to maintain a healthy, safe environment. These limits are:

- Children may not hurt themselves, others or the equipment. No gun play or fighting is allowed.
- Children are expected to respect the needs of others and encouraged to communicate their needs with words rather than physical aggression.
- When children do feel anger or frustration, their emotions will be accepted and the teachers will do their best to help the children find an appropriate way to express themselves.
- If a child behaves in an inappropriate way, he or she will be redirected or given a short “time out.” The situation will be addressed with the child and alternative ways for problem solving will be discussed.
- If a child’s behavior becomes so disruptive that it interferes with activities and/or endangers the safety of others, the parents will be notified and a conference will be scheduled to discuss the situation.

## ***Enrichment & Wellness***

*Regulations 1304.24 (a)*

MSU Child Development Programs embraces a vision of mental wellness. The objective is to build collaborative relationships among children, families, staff, mental health professionals and the larger community. While building this collaboration, the programs hope to enhance the awareness and understanding of mental wellness and the contribution mental health information and services can make to the wellness of all children and families.

The Child Mental Health regulation (1304.24 (a)) requires EHS/HS programs to secure the services of mental health professionals and develop a regular schedule of on-site consultants involving mental health professionals, program staff and parents. The extent of these services range from classroom observations to training for staff & parents, as well as referrals.

All classroom, home visits and socialization sessions will be observed by contracted mental health professionals during the course of the year. Discussions between parents and staff may focus on a variety of topics including:

- Developmental and cognitive phases and typical behaviors and concerns associated with each phase
- The child's special interests, needs and strengths
- Any changes in the child's behavior, mood or physical appearance, which may reflect recent experiences
- Any information on health conditions that may influence the child's behavior

All information received by the mental health professional will be used by the teachers, home visitor, care teacher and classroom aides to enhance the child's learning environment. If there is a concern with a specific child, the parents will be notified by a staff member. All information will be kept confidential.

## ***Ages & Stages***

The Ages & Stages Social/Emotional Screening will be done by both the parents and staff. Parents will complete a form during parent orientation. Teaching staff will complete the same screening tool within 45 days of enrollment. This questionnaire/screening will ensure both parents/guardians and teaching staff are involved in the assessment, intervention and evaluation of the children's social and emotional development. Once the questionnaire/screening is done by both parents/guardian and teaching staff, the Health Coordinator will score them. After being scored, the Mental Health Consultant will evaluate them and make necessary referrals upon written consent of the parent/guardians.

Please contact the Health Coordinators if you have any concerns or further questions.

## **Exclusion of Sick Children Policy**

A child with any of the following conditions or behaviors will be excluded from center sessions. If the child becomes sick while at the center, the child will be isolated, whenever possible, from other children in care and the parent/guardian will be called immediately. A sick child will be supervised at all times and provided with appropriate care. The center will exclude any child:

1. With reportable illness or conditions that the Commissioner of Health determines to be contagious and/or a physician determines has not had sufficient treatment to reduce the health risk to others.
2. With chicken pox until the child no longer has an elevated temperature and the lesions are crusted over.
3. Having a vomiting illness (2 or more episodes of vomiting in the previous 24 hours) until vomiting resolves or until a health care provider determines the cause of the vomiting is not contagious and the child is not in danger of dehydration.
4. Who has diarrhea of three (3) loose stools consecutively. (Diarrhea is watery stools, not just looser than normal and is not attributed to teething or new food items –*infant/toddlers.*)
5. Who has purulent conjunctivitis (pink eye). The child can return once treatment has been initiated or as determined by their provider.
6. Who has a bacterial or strep infection (such as streptococcal pharyngitis or impetigo) and has not completed 24 hours of prescribed medication.
7. Who has unexplained lethargy.
8. Who has scabies that is untreated and contagious to others.
9. Who has a fever above 101 degrees Fahrenheit (before fever-reducing medication is given), of undiagnosed origin *accompanied by behavior changes, signs or symptoms of illness that require parental or medical evaluation of their illness and need for care.* The child's temperature has to be normal for 24 hours before he/she can return (example: ear infection).  
  
\*\*For infants under 4 months of age: an unexplained fever above 100 degrees Fahrenheit (axillary) - even without a change in behavior is considered to be significant and reason to seek medical care. Exception: An infant under 4 months of age with a fever on the day following an immunization would not be considered to have an unexplained temperature elevation and need not be excluded as long as the child is acting normally.
10. Who has an undiagnosed rash with accompanying fever and behavior changes or a rash attributed to a contagious illness or condition.
11. Who has significant respiratory distress (harsh cough, shortness of breath, wheezing).
12. Who is not able to participate in child care program activities with reasonable comfort.
13. Who has been found to have lice in the center, *parents will be notified to pick up their child at the end of the day.* Information will be given to parents regarding treatment of lice. Parents & staff will be informed of proper cleaning. Once initial treatment has been completed, the child may return to the center.
14. **Who requires more care than program staff can provide without compromising the health and safety of other children in care.**

**NOTE:** If the parent/guardian cannot be reached, the Program will contact the designated party listed on the child's Emergency Care Authorization Form.

### ***Communicable Diseases:***

If the child has any communicable disease (including scabies, lice, impetigo, ringworm or chicken pox), the parent/guardian must notify the Program office within 12 hours (excluding weekends or holidays). The Program should be advised on what the disease is, the day it started, and treatment administered. County Health Departments will be notified of the communicable disease at the discretion of the Health Coordinator and Director.

### **Closing & Weather Information Policy**

The CDP staff believes small children should not be on the road in adverse weather conditions. We do not want to jeopardize your child's safety should there be a vehicle problem during severe weather. All decisions regarding the closing of the center usually will be made by 7:30 am daily.

Program vehicles will not run when:

- Wind chills are below  $-45^{\circ}$  F or standing temperature is  $-25^{\circ}$  F without a wind chill
- Road conditions are too severe for travel (freezing rain, excessive ice and/or snow cover, muddy roads)
- Vehicles have mechanical problems
- Local school districts close

Site closing information....

**Mayville** – follows MPCG School District and/or MSU University

- Early Head Start/Head Start follow school district for late starts, closing & cancellations
- Childcare is available when EHS/HS are late or cancelled (childcare fees apply)
- Mayville Site closes **only** when Mayville State University closes

**McVile** – follows Dakota Prairie School District

- Head Start/Pre-K follow school for late starts, closing & cancellations

**Central Valley** – follows Central Valley School District

- Head Start/Pre-K follow school for late starts, closing & cancellations

### ***Special Notes on Closing & Weather***

1. Closings will be announced on **KMAV FM 105.5** and **KVLY TV 11**.
2. When the local school district starts late, closes early or cancels due to weather conditions, bus routes will also follow the same schedule. Please stay tuned to the radio and/or television for updates and possible closings.
3. Should weather turn severe quickly, children will remain at the site until a parent/guardian or other authorized person can pick them up. Should roads be closed, the children will be taken to their storm home or stay at the site.
4. Home visitors will use their discretion on whether or not to travel due to severe weather.
5. Parents/guardians have the right to keep their child at home or pick them up early due to severe weather.
6. A designated storm home (within reasonable distance to the site) will be stated on the emergency contact form, copies are kept at each site and in the Main Office child files.
7. Levels of authority will apply when making closure decisions for the program. The Mayville Site and Main Office will remain open unless Mayville State University closes.
8. All vehicles are equipped with winter survival kits.

### **Fresh Air/Outdoor Play**

The children play outdoors daily weather permitting. Fresh air in the colder months does not cause or promote illness; it actually facilitates good health. Cold air is not related to making a child sick. If a child is in attendance during the outdoor time, he/she is healthy enough to go outside with the rest of the children. All children in attendance during their classroom's outdoor play time will be going outside.

Parents may not make requests for their child to stay inside while the rest of the group is outside. If these requests were granted, there would be serious staff issues. Granting these requests is not feasible, practical or fair to the other families and children.

Programs are expected to include outdoor experiences in their daily activities during all seasons. Children benefit from the fresh air by breathing air which has fewer germs than indoor air and outdoor exercise will increase their general fitness and resistance to infection.

Colds and flu's are common during the winter months because they spread easily when people spend more time in closed, heated and stuffy rooms. Breathing warm, dry indoor air irritates tissues in the nose and throat making it easier to catch a cold. Therefore outdoor experiences help promote health not illness.

When it is very cold with the wind chill or standing temp of 0°F or below the children will not go outside. If the temperature doesn't exceed the Outside Play Policy the children will go outside to play for a period to be determined by staff.

Taking children outside is considered healthy practice in a quality child care program. Of course infants and sometimes toddlers are not as mobile and free to move and play in the snow as the preschoolers are. Taking them on short walks in the strollers and providing them with fresh air and sunshine is what they need to get.

There are opportunities for year round swimming in Mayville and during the summer months at other sites.

## **Outside Play Policy – Cold Weather**

Children will not go outside when:

- Standing temperature or wind chill is 0°F or below

Staff may opt to go outside for a portion of their designated outside time, using their discretion. Please dress children in appropriate clothing for the weather. This includes (labeled with child's first & last names):

- Winter coat
- Snow pants or snowsuit
- Mittens or gloves
- Boots
- Face mask or scarf (whenever possible)

Staff will monitor children for open skin exposure to cold by looking for reddened and/or white cheeks.

## **Outside Play Policy – Hot Weather**

Children will not go outside when:

- Heat index is at or above 90°F
- A combination of relative humidity and temperature are in the danger category of the *Heat Index Chart*

Children will be well hydrated with water and kept in shady areas whenever possible. Water play activities will be available. The Heat Index Chart will be utilized to determine the length of time outdoors.

Appropriate dress includes (labeled with child's first and last names):

- Shorts
- Short-sleeved or tank tops
- Sandals (with back straps)
- Swimsuits or swim trunks

Staff will monitor children for skin exposure to sun and heat by looking for red skin. All children will be sent out with sunscreen on and reapplications will happen as necessary. If a particular brand is preferred by the parent, the parent must supply it.

## **Busing and Transportation**

MSU CDP does not provide transportation services at any of our sites. Bussing may be available by the school districts for the Central Valley, McVille, and HPK classrooms. If your child is enrolled in any of these classrooms, it is your responsibility to contact the school district to make necessary arrangements.

## **Parent Meetings & Trainings**

### ***Parent Meetings***

In our program, parents work together with staff members to decide the kinds of education & learning experiences they or their children will receive. One of the purposes of parent involvement is to help develop the best possible development program for the families. If this is to happen, parents and staff must meet together regularly. All parents are invited to the classroom parent meetings. Childcare is provided.

What happens at a parent meeting? Parents have the opportunity to plan, discuss and evaluate the classroom and their child's individual needs. Field trips, parent/child activity days and curriculum development are also discussed. This is a great time to learn about child development and work together with other parents. Parent meeting information and center updates are shared at each Policy Council meeting.

### ***Parent Trainings***

All parents are invited to attend a variety of parent trainings throughout the year on site and through our community partners. Ideas for trainings come from required topics mandated by Head Start regulations and the Parent Survey completed at orientation. Training opportunities are listed in the Parent Link, classroom newsletters, posted at sites and sent home with child's mail.

Childcare during these parent trainings may be provided to parents if needed. Since this is a free service, there are a few guidelines which need to be followed enabling us to get good, quality childcare during the trainings. These guidelines are:

- Let the Site Supervisor know three days in advance of how many children and their ages who will need care for the training.
- Remember our caregivers are usually students or community volunteers. Children are expected to follow the same rules as during regular center times. If your child does not listen to the caregiver when you are attending the training you will be notified.

In the case childcare cannot be found, you will be asked to find your own childcare. In this instance, Early Head Start and Head Start parents can be reimbursed for childcare costs incurred according to predefined rates.

If you know of a parent training you would like to attend, please contact your child's teacher so the program can assist you.

### ***Hallway Happenings***

Hallway Happenings is a form of parent training that meets the ever changing needs of working parents/guardians. Hallway Happenings provides quick (5-15 minutes) "training topics on the run." They are offered monthly or as necessary to provide parents with relevant topics.

### **Parent Library**

There are numerous books, videos and magazines in our parent library! They are available to check out at any time. Ask any staff member if you are unsure of where to find them. Please return items when you are finished as other parents may wish to look at them. See the directory for the Parent Library for all available resources. Information comes on many topics including: mental health, special needs, health & safety, discipline, dental, social services, nutrition, medical, parenting, death & grieving, self-help, financial issues/budgeting, pregnancy, fatherhood, crafts, potty training, CPR/First Aid.

## **Volunteering & Inkind**

In order to operate, Early Head Start and Head Start need to have adults (parents, guardians and other role models) involved and active in the program. **INKIND IS A FEDERAL REQUIREMENT FOR OUR PROGRAMS. We need you!!**

“Inkind” is any volunteer hour you give to the Early Head Start or Head Start programs, which is matched with a dollar amount by the grantee. **FOR EVERY \$1.00 OF FEDERAL FUNDS RECEIVED BY OUR PROGRAMS, WE ARE REQUIRED TO MATCH WITH \$0.25 OF INKIND CONTRIBUTIONS OR VOLUNTEER SERVICES.**

There are many activities you can do as a parent/guardian to contribute Inkind to the programs. Here is a list of activities considered Inkind:

### **At the Center or Socialization—**

Help in the classroom or sub for staff  
Help in the office or kitchen  
Help during lunch/snack time  
Assist on field trips

Help with outside time  
Assist with screenings (vision, hearing, etc.)  
Share your talents with children/parents  
Share your culture with children/parents

Come to Parent Meetings & Trainings  
Participate in Policy Council meetings  
Attend Education & Health Advisory Meetings

### **At Home –**

Read to your child  
Participate in home visits  
Provide or help with childcare for parent meetings or trainings

Complete activities sent home  
Cut out letters/shapes/items for a bulletin board

This list is by no means complete... We encourage everyone to be creative. If you participate with your child in an activity of educational value, it will count as “Inkind.” Please call the Main Office or talk to your child’s teacher, care teacher or home visitor if you have any questions!

Please use the Classroom Newsletters, Volunteer Sign-ins and Backpack Reading forms to record Inkind activities and hours you spend with your child. Turn these sheets in monthly to your child’s teacher, care teacher or home visitor!

### **Volunteers in the Classroom**

One of the most important jobs in Early Head Start & Head Start is the classroom volunteer. It would be great if all parents would spend time volunteering in their child’s classroom. A regular volunteer is a person who volunteers a minimum of 10 hours per month at the center. Here are the volunteer guidelines:

1. The Site Supervisors will provide a basic volunteer training to all adults who regularly volunteer in the classroom.
2. Volunteers are responsible to the classroom teacher, care teacher or home visitor and they will determine the job responsibilities.
3. Volunteers are **not** responsible for disciplining the children. Any situation which requires discipline of a child must be brought to the attention of the classroom teacher, care teacher or home visitor immediately.
4. “What you see and hear at our programs let it stay here.” Confidentiality is of the utmost importance.

Remember to sign your “Inkind” volunteer sheet posted in or near each classroom. Volunteers who are in the classroom more than 10 hours per week will need to be screened for TB. All regular volunteers will be required to complete a background check to ensure safety of all children.

## **Billing Questions**

**Infant/Toddler & Transition Rates**—Monthly rates are based on **5 days per week** or an average of 20 days per month. Holidays and typical closure days for the staff are accounted for to get the average. *Due to the high demand for care in these rooms, pro-rated schedules of less than 5 days per week will only be permitted if two families are able to share the 5 days.*

- You are billed on a monthly basis regardless of vacations or sick days used.

**Preschool & School-age Rates**—Monthly rates are based on **5 days per week** or an average of 20 days per month. Holidays and typical closure days for the staff are accounted for to get the average.

- **2-day/3-day (4-day for School-age) week options** in Mayville & Hillsboro preschool & summer school-age rooms are limited and based on availability.
- If a child chooses to attend an extra day (if space is available) beyond the schedule, there is an extra charge for that day. There is no swapping of days.
  - Preschool additional day \$27; school-age additional day \$22 (these are beyond the regularly charged monthly rate)
- There will be no adjustments to rates if the center is closed on a scheduled day (i.e. child comes MWF and center is closed on M for a holiday)

**CHEERS**—children are billed according to how many hours they are scheduled for each week.

- A schedule of days/times should be provided.
- If your child is enrolled in special activities (t-ball, dance, basketball, swimming, wrestling, etc.), there is no decrease in fees; the monthly bill guarantees a space for the child when the activity is over or if it is cancelled.

**EHS/HS children**—Charges are \$3.50 per hour for time before and/or after the session day (8:30am – 3:00pm) and for non-EHS/HS days when the child attends (i.e. parent-teacher conference days or storm days when HS/EHS is cancelled and the child attends).

- Charges apply only when the child is in attendance.
- There is no 'daily rate' for HS/EHS children, so time is charged at the \$3.50 per hour rate (an 8 hour non HS/EHS day would be a \$28 charge).

**Drop-In Child Care**—Charges are \$4.50 per hour for the actual time in attendance.

- Drop-in care is specifically for children who do not come on a regular basis.
- Once a schedule is set or regular attendance is agreed upon, the drop-in rate is no longer in effect and a monthly rate will be agreed upon.

**Late Fees**—Charges are for children who are not picked up by the center's closing time (according to the center's clock).

- Late fees are charged per child for each incident (not per family)
- Late between 1-10 minutes = charge of \$30
- Charge of \$5 per minute after the first 10 minutes

**Schedules**— Any and all schedule changes should be discussed with the child's teacher and the Enrollment Coordinator.

- If a schedule change could result in changes to fees, the Main Office must be contacted prior to the change for completion of a new fee agreement.
- Schedule changes mid-month may result in an adjustment to fees, each case will be reviewed individually

## **Billing Rules & Guidelines**

- Mayville's hours are 7:00am – 5:30pm, Monday – Friday
- Head Start/Early Head Start hours are 8:30am – 3:00pm, Monday – Friday (Mayville)
- Pre-K classrooms follow the school districts hours (Dakota Prairie & Central Valley)
- CHEERS hours are after school – 6:00pm, Monday – Friday (Mayville)
- All children must be signed in and out by a parent/guardian/authorized person (time and initials) (see Release of a Child Policy).
- Invoices are sent out by the Main Office by the 5<sup>th</sup> working day of each month.
- All payments are due by the **20<sup>th</sup> of the month** – past due accounts will result in loss of childcare – no exceptions will be made.
  - Payments may be made online, please contact the Main Office for details.
  - All bills are processed through the Mayville State University's Business Office, this office assists with collections and monitoring of all past due accounts.
  - Families are required to make their payment within 3 days of receipt of CCAP payment by the Center.
- Registration fees are billed each fall for the school year or when a child enrolls (later in the year).
- **A 2-week WRITTEN notice is required when removing a child from the program. If notice is not given, the program will bill for the required 2 weeks.**

*There may be other questions which arise throughout the year, please contact the Main Office with them.*

## **Community Grievance Policy & Procedure**

*Regulation 1304.50 (d)(2)(v)*

Our program believes it is best practice to foster positive community relations. Positive relations allow the program to provide comprehensive quality services to children, their families, and the community.

This policy and its procedures are in place to address community concerns and for resolving community complaints. Individuals have the right to file a grievance and are assured freedom from discrimination, coercion, and/or reprisal in presenting such grievance.

**Definition of a grievance:** A grievance exists when a person or party is dissatisfied with how a specific issue or action taken by the program has been addressed and they request formal remedial action.

- 1) A written grievance will be given to an appropriate staff member (given the circumstances of the issue) within 21 days of the date of the issue. The written grievance must state the incident and all pertinent facts including any witnesses. This staff member in collaboration with their supervisor shall respond to the party issuing the grievance, in writing within seven working days of receiving the grievance.
- 2) If the grievance is not settled with Step 1, the written grievances and the response shall be forwarded to the Management Team (Director and all Coordinators) for their written response. A written response reply must be completed within seven working days.
- 3) If the grievance is not resolved in Step 2; the written grievance and all responses will be forwarded to the University President and/or his/her cabinet for their written response. A written reply must be completed within seven working days.
- 4) If the grievance is not settled in Step 3; the grievance and all responses will be forwarded to the Policy Council. A formal meeting will take place at the next meeting adhering to Policy Council calendar. The meeting will include all parties in which the grievance is related to. All facts and responses will be forwarded to the Policy Council. Upon review of all facts and findings the Policy Council will render a decision. Policy Council must have a quorum.

The party making the decision must follow up on the decisions made in any of the above steps. Follow up must be in writing. The Director will be informed of grievance issues and actions.

## **General Information...from A to Z**

### ***Abuse/Neglect***

ND State Law mandates all staff must report suspected child abuse and/or neglect to the child protection division of Social Services. All staff is required by law to follow the ND State statute and abide by all the requirements of the law (contact the Family Services Coordinators to view the statute.) Documentation of suspected child abuse/neglect is kept in a confidential, locked file. The staff receives yearly training on child abuse and neglect issues. *Children's safety and well-being are our **number one** concern.*

## ***Accidents/Injuries***

Liability coverage for the state of North Dakota, its agencies and employees is provided by the Risk Management Fund administered by our office. The State Tort Claims Act, N.D.C.C. ch. 32-12.2 governs the administration of the Risk Management Fund. The Act directs the State may only pay damages caused by the negligence or wrongful act or omission of the State or a State employee. MSU Child Development Programs secures Special Risks Health Insurance, which is excess (secondary) coverage, over parents' coverage, for eligible accidents and medical expenses.

## ***Admissions Requirements***

It is required that the following items be completed before a child starts:

<b>Early Head Start &amp; Head Start</b>		<b>Child Care, Collaborative Pre-K, CHEERS &amp; EHS/HS children using childcare</b>	
* Application	* Child Information & Authorization	* Fee Agreement	* Child Information & Authorization
* Income & age verification	* Immunization record	* Emergency Contact Form	* Copy of birth certificate
* Orientation	* Copy of birth certificate	* Immunization Record	* Orientation
* Emergency Contact Form			

## ***Aspiration or Choking***

All children are supervised at mealtime. Age appropriate foods are served. Age appropriate toys are provided in the classrooms. The classroom staff is trained in first aid, CPR and abdominal thrust procedures.

## ***Attendance Policy***

Any child who does not arrive at the center and there is no known reason for the absence, the teachers or staff will call the child's home, the parent/guardian at work, and/or emergency contact person. The MSU CDP is mandated to follow-up on any child not arriving at the center on a scheduled day and time. If there is no sufficient explanation for the absences, the situation will be documented in the child's file and brought to the attention of the available management team members. Based on this conversation, it will be determined as to what follow-up is necessary. It is important for parents/guardians to contact the center when your child will be absent. A child may be dropped from the EHS/HS program if he/she has sporadic or irregular attendance OR has unexcused absences for 2 weeks (and no contact has been made).

## ***Backpack Reading***

Children regularly choose books for reading at home. Classroom teacher, care teacher & home visitors have a supply of books to choose from. A child may not check out more than one book at a time and each book must be returned before a new one may be checked out. If there is a book which is not returned, a note will be sent home to the parent from the teacher as a reminder. If a book becomes lost or damaged, please notify your child's teacher or home visitor.

## **Burns**

No flammable substances are stored in the classrooms. Children are restricted from areas with any hot surfaces (kitchen). Centers and classrooms are equipped with regularly inspected fire extinguishers, fire and smoke detection devices. (All staff is trained on the proper use of a fire extinguisher.)

## **Clean-Air Act**

All sites/centers are smoke-free and perfume-free. There is no smoking allowed within 20 feet of any entrance to a center or bus pick-up and drop-off sites. The MSU campus is smoke free. We ask parents, staff and volunteers to adhere these non-smoking areas.

## **Clothing**

When at the center, the children will be involved in a variety of activities. Outdoor play (year-round) and art experiences are included in the daily schedule. Please dress your child so he/she will be comfortable at all times. Long pants, long sleeves and sweaters are important during the cold months. Dress your child in clothing which can be easily laundered. Your child's teacher may contact you if he or she feels your child is not wearing the necessary clothing for the season.

All children should have an extra set of clothes at the center. Please label all clothing that your child may be removing (**MARK THEM CLEARLY WITH YOUR CHILD'S FIRST & LAST NAMES**). This makes going home much more pleasant and easy for everyone! Often children have clothing which is identical. When lost or misplaced, things may become shuffled and difficult to sort out.

Helpful hints for the clothing your child wears to the center:

- Simple & washable "discovery clothes" are best when they can get dirty.
- Large enough for him or her to take off and put on easily.
- Appropriate for the season—bare legs and feet during cold months are not appropriate. Shorts and/or leotards under dresses and skirts are recommended.
- Shoes must be worn for safety reasons at all times (infant/toddler rooms are the exception). Soft-soled shoes are most appropriate for children. Cowboy boots or hard-soled shoes make it difficult to run, jump & skip comfortably.

## **Confidentiality**

*"What you hear & see here let it stay here."*

Probably the most important word in the entire program is confidentiality. This means respecting the privacy of all individuals and families; to include not repeating what you hear at any of the centers to the outside community and other parents. It also means refrain from asking a staff person about the specifics on other children in the center.

## ***Crisis Plan***

MSU CDP has developed a crisis plans for each site to be utilized in all emergency situations. Staff is trained in the implementation of policies and procedures in a crisis situation (examples: tornadoes, hostage situations & chemical leaks). Please ask to see our plan and learn about how we intend to protect your child if such an event should occur.

## ***Cultural Diversity***

MSU CDP is a culturally diverse program. No child will be denied enrollment to the program because of race, color, creed, national origin, sex or disability.

## ***Consultants***

The services of professional consultants (nutrition, health, medical, dental and mental health) are utilized to review our policies, procedures and practices so they are adequate in protecting the welfare of all children. Changes may be proposed and implemented if necessary (i.e. an outbreak of a contagious reportable disease). Consultants are also observing in the classrooms throughout the year. Parents are encouraged to utilize the consultants. See your child's teacher, care teacher, home visitor or a coordinator if you are interested in the services.

## ***Cost of the Programs***

There is no charge made to the parents for any services received in Early Head Start and Head Start. Any contributions made are voluntary. Parents are always urged to volunteer their time and talents to the program.

Childcare costs are charged according to the fee agreement signed by the parent or guardian at the time of enrollment. Early Head Start or Head Start families requesting childcare before and/or after the program day (8:30 am to 3:00 pm) will be charged for this time as a child care family. Charges are stated in the fee agreement completed by parent or guardian.

## ***Custody & Court Orders***

In family instances where there has been a divorce, separation, domestic violence situation, guardianship custody or other arrangement, a copy of the court order must be in the child's file. The court order must be the most current copy and signed by a representative of the court. See the Family Services Coordinators for more information.

## ***Daily Inspections***

Before the start of each day's session, the hallways, classrooms, bathrooms and recreational areas will be inspected for any potential health and/or safety hazards. All areas have adequate lighting. All electrical outlets have childproof covers. Each classroom's staff is responsible for cleaning their room and adjacent hallway daily. All toys and equipment are durable, safe, in good repair and free from any health or safety risks to children. Toys and equipment are cleaned and disinfected on a daily basis or as required.

As each child is greeted at the start of a session, a visual health inspection is conducted by the teaching staff. Any suspicious or abnormal findings will be documented and reported to a Health and/or Family Services Coordinator and the parent or guardian.

## ***Delay/Declination of Health Services***

Parents may wish to delay or decline physical or dental exams, treatment, lab work, screenings, or referrals. If this is the case, you must make arrangements with a Health Coordinator and fill out the required paperwork stating the reason for delaying or declining the health service.

## ***Dental Examination (HS & EHS requirement)***

All Head Start and Early Head Start ages 12 months and over are required to have a professional dental exam completed within 90 days of entering the program. If your child has recently had an exam completed, you are welcome to bring the Dental Form to your child's dental provider and have him/her fill out the form and return it to us. Subsequent dental exams will need to be completed every 6 months, according to the North Dakota EPSDT periodicity schedule unless your dental provider makes a different recommendation for your child. Referrals and/or treatment must be completed by the end of the program year. Head Start funds may be available upon request on a limited basis for families who have no other means of paying for your child's dental exam. Families must show in writing that they have no other means of payment available to them. Please contact a Health Coordinator if you have any questions or concerns.

## ***Diapering/Soiled Clothing***

Staff is trained on the proper diapering procedures. All soiled clothing (urine, feces) will not be rinsed out, rather double bagged and sent home with the child.

## ***Drop-In Childcare Services***

Children not attending the program on a regular basis are considered 'drop-ins.' Parents who foresee the possibility of needing to use the program for this purpose, *must complete all necessary enrollment forms prior to their child attending the program.* This also means, there is no guarantee of space available for the child, parents must give advance notice.

For childcare at the Mayville site, please contact the office staff at each site at least 1 hour prior to needed care time.

## ***Electrical Accidents***

The staff is informed of the location of the fuse box and has instructions to turn off the switch in the event of an emergency electrical situation. All electrical outlets are covered with childproof covers when not in use.

## ***Emergency Contact Person***

The parent or guardian must complete the Emergency Contact Form for each child enrolled. This form must list **at least 1 alternate person** who will be responsible for your child should you be unavailable.

## ***Emergency Shelter***

Should an emergency situation arise which requires the evacuation of a building/site/area, children would be transported to the nearest emergency shelter as designated by the program's crisis plan.

## ***Fire Drills/Fire Safety Activities***

Monthly fire drills/fire safety activities are conducted at the center & recorded by the classroom teachers, home visitors, care teachers & Health Coordinators.

## ***Fire Evacuation Procedure***

In the event of a fire (or fire drill) the children will be led out of the room by the teaching staff to the nearest accessible fire exit. Each classroom has fire evacuation routes posted. A designated adult volunteer or staff person will check all rooms and bathrooms, closing doors after inspection. Attendance will be taken after the children are led out of the building and upon return.

## ***Fire Prevention***

The State of North Dakota Department of Health & Human Services licenses all centers. The centers are inspected by the State Fire Marshal and meet fire code requirements. Staff is instructed on fire safety and prevention procedures.

## ***First Aid and CPR Training***

A certified First Aid Instructor trains all key staff or staff having direct contact with children every 2 years (with a yearly refresher course) in first aid procedures. Staff is trained every 2 years in CPR by a certified trainer. When a situation arises which requires first aid or CPR, the staff in the area is expected to administer basic first aid or necessary CPR steps and to notify one of the Health Coordinators. More serious injuries will be handled at the appropriate medical facility.

## ***First Aid Kits***

The program will ensure that a first aid kit is available in every room at each center and in all vehicles used. The kit will contain Band-aids, sterile bandages & compresses, adhesive tape, scissors, a cold pack/ice bag. A first aid kit and manual will be accessible to the staff in the center and taken on field trips. Health Coordinators check the first aid kits on a regular basis to ensure that they are complete and not outdated.

## ***Food Policy***

The program does not allow food treats (store bought or home-made) to be brought in by families for special occasions such as birthdays or holidays. We follow USDA guidelines for all meals and snacks and USDA only allows a certain number of sweet treats each week. Classrooms will celebrate birthdays monthly with a special treat provided by the program (as always, teachers will make each child's actual birthday a special day). Limiting the number of sweet treats in a classroom provides children with a well-balanced, USDA approved diet while in the program.

## ***Governing Board***

The Governing Board (made up of the University President and the Cabinet) is the entity with legal and fiscal responsibility for the program. The Governing Board, Policy Council and Program Staff work in partnership (shared decision making) to provide comprehensive high quality services to children, families and the community. Board minutes are provided to the Policy Council. These minutes along with the Policy Council minutes are posted at each site.

## Home Visits

There will be two home visits scheduled by the classroom teacher for center-based Head Start children. Center-based Early Head Start children have four home visits per year (one each weather season). Home-based Head Start and Early Head Start children receive four home visits per month with two opportunities for socializations each month. Family Services staff will also have contacts with each family according to need with a minimum of two per program year. These visits will focus on making the parent aware of their child's intellectual, physical, social and emotional development. The Family Partnership Agreement will also be reviewed along with any family needs at that time.

## Immunization

North Dakota State Law requires all children be immunized before attending school. If your child is not up to date, **temporary exclusion of the child may be warranted until the child is up to date**. The recommended immunization schedule is:

Birth	1 <sup>st</sup> Hepatitis B
2 months	1 <sup>st</sup> DTaP (Diphtheria, Tetanus, Pertussis), 1 <sup>st</sup> Polio, 1 <sup>st</sup> HIB (Haemophilus influenzae Type B), 2 <sup>nd</sup> HepB, 1 <sup>st</sup> PCV (Pneumococcal), 1 <sup>st</sup> Rotavirus
4 months	2 <sup>nd</sup> DTaP, 2 <sup>nd</sup> Polio, 2 <sup>nd</sup> HIB, 2 <sup>nd</sup> PCV, 2 <sup>nd</sup> Rotavirus
6 months	3 <sup>rd</sup> DTaP, 3 <sup>rd</sup> Polio, 3 <sup>rd</sup> HIB, 3 <sup>rd</sup> PCV, 3 <sup>rd</sup> Hepatitis B, 3 <sup>rd</sup> Rotavirus (dependent on brand, may only need 2 doses)
12-15 months	4 <sup>th</sup> DTaP, 4 <sup>th</sup> HIB, 4 <sup>th</sup> PCV, Influenza, 1 <sup>st</sup> HepA (2 <sup>nd</sup> dose 6 months later), 1 <sup>st</sup> MMR (Measles, Mumps, Rubella), 1 <sup>st</sup> Varicella (chickenpox)
4-6 years	5 <sup>th</sup> DTaP, 4 <sup>th</sup> Polio, 2 <sup>nd</sup> MMR, 2 <sup>nd</sup> Varicella

## Injury

All sharp instruments are stored out of the reach of children (knives, adult scissors). The centers are equipped with age-appropriate equipment and furnishings. The building is adequately maintained and cleaned; all maintenance equipment is stored away from areas occupied by children.

## Medication

The program will allow the administration of medication(s) in the classroom for short-term or chronic illness only when it is determined by the child's physician, in conjunction with the Health Coordinators and it is in the best interest of the child to receive the medication during class time or the medication is necessary in an emergency situation. The program staff will administer medications only if the **parent/guardian AND doctor** have completed the Medication Authorization Form, the medication is in its original, labeled container and the facility has on file the written or telephone instructions of a licensed physician to administer the specific medication. All medication will be stored out of the reach of children. All medication and over-the-counter products must be given to a staff member.

## ***Mental Health Services***

The services are available to families for information and/or guidance when and if the need arises. Referrals are made when necessary only with parent authorization. The program's Mental Health Consultant observes classroom, home visits and socialization sessions on an ongoing basis.

## ***Monthly Inspections***

The Health Coordinators assign individuals to inspect the centers monthly during the year, using the Facility Checklist. The inspection form is available in the Health Coordinators' office. Inspections of all inside and outside environments to include vehicles are completed.

## ***Nutrition***

The MSU CDP follows the USDA Child and Adult Care Food Program policies. These guidelines require us to serve meals which include specific food components at each meal. Components must be nutrient dense and be low in fat, sugar and sodium. Following these guidelines allows us to receive reimbursements for our foods from USDA, thus we do not have to charge families for food.

## ***Parent Orientation***

The purpose of parent orientation is to introduce families to the Early Head Start, Head Start and Childcare programs. It provides parents/guardians the opportunity to learn more about the programs, complete the paperwork process and ask any questions. Orientation is required before a child can start or return to the program.

## ***Parent-Teacher Conferences***

Throughout the year there will be two conferences scheduled for center-based Head Start children. These will focus on enhancing the knowledge and understanding of both staff and parents of the educational, developmental progress and activities of the child while enrolled in the program. Conferences are planned for the fall and spring and occur during the regular school district conference; if extra conferences are needed or requested by the staff or parents, it will be scheduled. Child care children are also provided the opportunity for conferences at the same time as Head Start children.

## ***Payment for Child Health Services***

Early Head Start & Head Start money ***may be made available*** to families to cover the cost of exams, screenings and follow-up care when no other source of state or local assistance is available. Please speak with a Health Coordinator to find out more about the policy on how these payments may be made and/or utilized.

## ***Pet Policy***

Anyone bringing in a domestic animal to a site must provide an up-to-date immunization certificate from a veterinarian before the animal can be shown/displayed. Animals must also be free of any illness or symptoms, which may indicate an underlying illness (i.e. diarrhea, mattery eyes, vomiting, etc.) Bringing in a pet should be discussed with your child's teacher, care teacher or home visitor.

NO turtles, snakes, or lizards will be allowed due to the threat of salmonella, a type of bacteria. Notify the Health Coordinators **before** the individual brings in an animal to be shown/displayed.

## ***Physical Examination (HS/EHS requirement)***

Every Head Start & Early Head Start child is expected to have a physical exam completed within 90 days of enrollment into the program. The physical form must be signed by the physician, certified provider, or EPSDT agency & returned to a health coordinator to be placed in the child's file. Physical exam forms are required every year for Head Start children. Early Head Start children's well-child exams occur at the following intervals: 2 weeks, 2 months, 4 months, 6 months, 9 months, 12 months, 15 months, and 18 months. Starting at age 2, they are required yearly. During the first year of life, parents may use the abbreviated Well-Baby cards for their children's more frequent appointments. Physical exams include: hemoglobin, blood lead level, blood pressure and a complete physical assessment of the child according to the North Dakota Early Periodic Screening, Diagnosis, & Treatment Schedule. Referrals and/or treatments must be completed by the end of the program year (or otherwise indicated). Head Start/Early Head Start funds are available, but are to be used as a last source (see policy on payment for child health services).

## ***Poisoning***

Hazardous and toxic substances are stored out of the reach of children. In the event of suspected accidental poisoning, the teaching staff will call Poison Control Center at 1-800-222-1222 for information and instructions. The parent/guardian will then be notified to make them aware of the recommendation of the Poison Control Center.

## ***Policy Council***

Policy Council is a federal requirement for Head Start programs. Policy Council is made up of currently enrolled HS/EHS parents and community representatives. Together the group plans, approves and disapproves decisions involving the program. Each center must have elected parent representatives on the Council. Child care and meals are provided at the site for each meeting. Transportation is reimbursed if necessary to participate. Policy Council minutes are posted at all sites for parents to review.

## ***Power Failure***

The children will be sent home or (depending on the weather) taken to a shelter if a long-term power failure occurs. The centers are equipped with flashlights & emergency lighting for momentary outages. Some locations are placed on generator power during power outages.

## ***Qualifications—Lead Teacher & Home Visitor***

MSU Child Development Programs teaching staff generally has the following credentials/qualifications: CDA (Child Development Associate), 2-year Child Development degree or 4-year Early Childhood Education. All staff has some form of early childhood experiences.

## ***Release of a Child***

CHILDREN WILL ONLY BE RELEASED TO THE PERSONS LISTED ON THE EMERGENCY CONTACT FORM!

Parents are encouraged to regularly check this form and update as necessary. Release of Child Form is available for one time pick-ups. This form should be completed and signed by the parent/guardian; we would prefer not to take information over the telephone.

If someone is attempting to pick up a child and cannot properly identify him or herself as an authorized person, they will be informed that the child cannot be released (including any person known or unknown to the teaching staff). If an unauthorized person persists, saying he or she has been told to pick up the child, a call will be made to the parent/guardian or another authorized person to confirm the pick-up. If no confirmation is received, the child will be held until an authorized person arrives at the center. If an unauthorized person continues to persist or attempts bodily harm to remove the child from the center, the police and child protection authorities will be called immediately. **A child will not be released to anyone under the age of 13. If the person picking up the child is suspected of drinking or smells of alcohol, it will be reported to the local police department.** When an authorized person who is incapacitated or suspected of child abuse comes to pick up a child, another authorized person will be called. The other authorized person will be informed that we cannot release the child under the present circumstances and arrangements must be made immediately to pick up the child by someone authorized and capable. The person called should also be told that child protection and/or the police will be informed of the event.

## ***Reporting***

Any accident resulting in serious injury, fire, death or serious medical condition with results in a call to 911 will be reported by the teachers to the Health Coordinators and Director. The Director will notify the Department of Human Services/Child Care Licensing Division and Commissioner of Health within 24 hours.

## ***Restrictive Diets***

A written statement from the physician/doctor must be signed and on file for a child requiring a restrictive diet different than CACFP Meal pattern requirements. Please contact one of the Health Coordinators for more information and the necessary paperwork.

## ***Safe Infant Sleep in Child Care***

**Policy:** Ensuring infants are safe while they sleep is very important to our program. For this reason, we have adopted a policy on safe sleep practices for infants up to 1 year old. We follow the recommendations of the American Academy of Pediatrics (AAP) and the Consumer Product Safety Commission (CPSC) to provide a safe sleep environment and reduce the risk of sudden infant death syndrome (SIDS). The staff, substitute staff, and volunteers at MSU CDP must follow the following procedures:

**Procedures:**

*Sleep Position:*

- All infants (under one year of age) will be placed completely flat on their backs in a safety approved crib or playpen for sleep unless a written note from the infant's health care provider is provided stating the medical reason and the specific time frame that an alternate sleep position or alternate sleep surface is to be followed. Written permission from parents must also be obtained in order to follow the order. MSU CDP reserves the right to refuse care if staff does not feel comfortable following the order.
- While infants will always be placed on their backs for sleep, when an infant can easily turn over on their own, they can remain in whatever position they prefer to sleep.
- All infants' heads will remain uncovered when sleeping.
- Infants will remain lightly clothed and will not be over-layered to prevent overheating.
- Bibs, necklaces, and hats will be removed before laying an infant down for sleep.
- Pacifiers will not be tied around an infant's neck or clipped on to an infant's clothing. Pacifiers will be checked for tears before use.
- Positioning devices will not be used; (the CPSC and FDA has issued a warning against their use)
- If parents request that a blanket be used, there can only be one and it must be thin.
- If parents request that their infant be swaddled, only one thin blanket will be used and it will come no higher than to the infant's shoulders. Swaddling will be discontinued once an infant becomes mobile.
- Sleep sacks are recommended instead of blankets

*Sleep Environment:*

- Our program will use CPSC guidelines for safety-approved cribs and playpens.
- Hardware will be checked weekly on cribs to make sure it is tight
- No crib toys or mobiles will be attached to the crib or playpen.
- All items will be kept out of the reach of an infant in the crib or playpen.
- Infants will not sleep on/in water beds, sofas, soft mattresses, car seats, swings, bouncy seats, Boppys, or other soft surfaces.
- Soft materials such as pillows, stuffed toys, loose bedding, bumper pads, quilts, and comforters will not be placed in infants' sleep environment.
- If a crib is used, infants will only sleep on a firm tight-fitting fitted crib sheet.
- If a playpen is used, infants will only sleep on the pad provided by the manufacturer. No extra padding or mattresses will be added.
- Playpen weave will be less than ¼" and free from tears/holes.
- Bassinets will not be used.
- Bassinet inserts and changing pad inserts for playpens will not be used.
- Room temperature will be kept at temperature that would be comfortable for adults in the sleeping area.
- Infants will not share cribs/playpens at the same time.
- Smoking will not be allowed in or near MSU CDP including in vehicles parked on the premises. Staff who choose to smoke during non-paid breaks must have smoke-free clothing upon returning to the facility.

*Supervision:*

- All infants must be removed from their car seats (and have any outer clothing removed) by their parents and given to the child care provider when they arrive.
- A staff member will visually check on the sleeping infants frequently (every 10-15 minutes).
- Sleeping infants will be within hearing of staff at all times.
- When an infant is awake, they will have supervised “tummy time”. This will help babies strengthen their muscles and develop normally.
- Infants will spend limited time (maximum of 15 minutes 2 times per day) in swings, and bouncer/infant seats when they are awake.

*Training:*

- All staff, substitute staff, and volunteers at the MSU CDP will be trained on safe sleep policies and practices.
- Safe sleep policies and practices will be reviewed with all staff, substitutes, and volunteers each year. In addition, training specific to these policies will be given before any individual is allowed to care for infants.
- Documentation that staff, substitutes, and volunteers have read and understand these policies will be kept in each individual’s file.
- All staff, substitutes, and volunteers at MSU CDP will be trained on emergency procedures for unresponsive infants as well as what to do when they have a question or need assistance before they are allowed to care for infants.

*When the policy applies:*

This policy applies to all staff, substitute staff, parents, and volunteers when they place an infant to sleep in the MSU CDP.

*Communication Plan for Staff and Parents:*

Parents will review this policy when they enroll their infant in the MSU CDP and a copy will be provided in the parent handbook. Parents are asked to follow this same policy when the infant is at home. These policies will be posted in prominent places. Information regarding safe sleep practices, safe sleep environments, reducing the risk of SIDS in child care as well as other program health and safety practices will be shared if any changes are made.

## **Sanitation**

All sites use city water and sewer systems.

## **Signing In & Out**

Children will be signed in & out (times & initials) upon arrival by parents (CHEERS staff will sign children in), using the designated clock at each site. We are not responsible for any child unless the child is brought directly to a staff member. Signing in & out is important in case of an emergency requiring a head count to be taken. The sign-in forms are used in emergency circumstances to ensure the safety of all children. Sign in/out sheets also serve as an official attendance record & must match our meal count sheets for USDA records. Please follow the site’s policy for signing in & out. Children will only be released to those designated on the Emergency Contact; *no exceptions will be made*; see Release of a Child. When you pick up your child, you are required to check out with a staff member in addition to signing the form. We are not responsible for your child once you sign your child out.

## ***Smoking***

Smoking is NOT permitted in any buildings or at any program events or activities. This includes all areas within 20 feet of entrances and around bus pick-ups and drop-off sites. The MSU campus is smoke free.

## ***Students***

MSU, UND, Northland Community and Technical College, and local high school students participate in the program in a variety of capacities. The students are given the opportunity to gain “hands-on” teaching and work experiences under close supervision. All students sign statements on confidentiality, discipline, other similar paperwork and have background checks completed, just as required of regular staff members.

## ***Substitutes***

If you are available to help in your child’s classroom, please contact our Education Coordinators.

## ***Suffocation***

All potentially dangerous articles and/or materials (i.e. plastic bags) will be kept away from children.

## ***Telephone***

Emergency calls only. It is very important your child has the full attention of their teacher, care teacher or home visitor when at the center/socialization sessions. Please do not call during these times if at all possible. Messages will be taken for all teaching staff and relayed to them in a timely manner. Teachers will return messages while on break or during prep times.

## ***Traffic & Pedestrian Safety***

Running is not allowed at the sites unless it is a supervised activity. All floors are free of obstacles and loose, frayed coverings. Rugs have rubber backings. Adequate light is provided. Snow and ice are removed from sidewalks. Children are not allowed to cross streets unsupervised. Children will always board and exit buses with the door facing the curb, they will never have to walk around a vehicle.

## ***Tornado Drills***

Tornado drills are conducted at a minimum of two times per year. Additional safety discussions are held in classrooms throughout the year.

## ***Tooth Brushing***

Tooth brushing is conducted on a daily basis at centers and socializations and weekly at home visits. Tooth brushing should also be encouraged at home.

## ***Transportation Emergency Procedures***

In the event of vehicle breakdown or an accident involving a bus/van/car, drivers are instructed never to leave children unattended. The driver will telephone the information to the center, another driver or sheriff's department and, if necessary, an ambulance will be called. First aid and/or CPR will be administered, if needed. Parents will be informed of any breakdown or accident involving their child's bus and will be called immediately when the situation warrants.

## ***Universal Precaution Kits***

Universal precaution kits will be readily available for classrooms and vehicles. Kits will be used to clean up bodily fluids (vomit, blood, urine, etc.). Staff will go through an in-service on the proper use of kits.

## ***USDA***

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

## ***Videos***

Children are exposed to many different movies depending on each family's choices. We have a wide selection of movies for children and therefore we thank you for offering your movies and videos. **We are asking you to not send any movies or videos with your child unless you have pre-approved it with your child's teacher.** The staff feels there are many other alternatives to movies while the children are at the centers. All videos shown in the classroom are previewed by the staff and used on a very limited basis.

## ***Visitors***

Adults such as parents, grandparents, other family & friends are welcome to volunteer or visit the centers during hours of operation (regular volunteers are required to complete volunteer training). Regular volunteers are those who are in a classroom on a regular basis of 10 hours or more each month. If you plan on bringing young children or siblings into the center/cluster/combo sessions, please notify your child's teacher or home visitor prior to the date.

**NOTES:**