



# 2020-2021 PARENT HANDBOOK

**Early Head Start  
Early Head Start Child Care Partnership  
Head Start  
Child Care  
CHEERS**

## Welcome!

MSU Child Development Programs Parent Handbook contains information for all of the programs we offer – Early Head Start, Head Start, Early Head Start Child Care Partnerships, Child Care and CHEERS. This handbook provides information about each program option and general program policies and procedures. Be sure to watch your child’s classroom newsletters and monthly Parent Link for possible changes and updates during the program year. Please read the handbook carefully and keep it in a convenient place for quick reference. Do not hesitate to talk to your child’s teacher or any administrative staff, listed below, if you have questions or concerns. We would be happy to answer questions or help in any way we are able.

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## MISSION AND GOALS

### Mission of Mayville State University

Mayville State University is dedicated to excellence in teaching, service, and scholarship in dynamic inclusive and supportive learning environments that are individually focused. We offer quality undergraduate and master's programs enriched with practical experiences to prepare all learners for a global economy.

**Purpose** - To provide academic programs and services that address contemporary career and workforce opportunities, maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota, deliver flexible programs, instruction, and student services to meet the needs of the individual, and to cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity.

### Mission of MSU Child Development Programs

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.

### Core Values of MSU Child Development Programs

**Teamwork** – supporting each other and working collaboratively to achieve mutually established goals

**Accountability** – being responsible for our actions and honoring our commitments

**Respect** – Genuinely showing value and appreciation for others and empathetically seeking to understand one another

**Quality** – Achieving high standards with knowledgeable staff by providing high value services and education for every child and family

**Trust** – The belief that someone will behave in a way that meets shared expectations. Trust builds mutually respectful relationships that allow stakeholders to work successfully together to achieve high quality results.

### Goals of MSU Child Development Programs

**Children** - To provide the opportunities for individualized comprehensive development (physical, social, cognitive, emotional and language) through developmentally appropriate practice, safe environments, continuity of care, and respect for individual differences.

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

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

**Staff** - To encourage and mentor each other in professional and personal growth and work and communicate with fellow employees respectfully and professionally.

**Students** - To provide opportunities for leadership, learning and direct experiences in a developmentally appropriate environment and provide support services and opportunities for personal growth.

**Volunteers** - To provide opportunities and support for individuals to share their time, talent, and culture.

***MSU CDP follows all North Dakota state licensing regulations and Head Start Program Performance Standards.***

# PROGRAM OVERVIEW

## Programs Options

### Early Head Start (EHS)

- Children ages birth to three years of age and women who are pregnant (Prenatal EHS)
- Center-based hours are 8:30-3:30pm
- Federally funded, year-round, comprehensive child development program offered at no charge to income and age eligible families.
- Wrap-around childcare is offered at an hourly rate, which is the responsibility of the family.

### Prenatal Early Head Start

- Services provides expectant mothers and family's support on issues related to pregnancy
- Minimum of monthly home visits and bi-monthly socializations opportunities

### Early Head Start Child Care Partnership (EHS/CCP)

- Children 6 weeks to three years of age
- Center-based hours dependent on site
- Federally funded, year-round, comprehensive child development program to income and age eligible families.
- No charge to enrolled families during the hours of the center.
- Families will apply for Child Care Assistance Program (CCAP) which supplements the wrap-around care.

### Head Start (HS)

- HS is for children three to five years of age who are not kindergarten eligible.
- Center-based hours are 8:30-3:30
- Federally funded, comprehensive child development program offered at no charge to income and age eligible families.
- Wrap-around childcare is offered at an hourly rate and is the responsibility of the family.

### Child Care (CC)

- CC is for children 6 weeks to 5 years of age who are not going to kindergarten.
- Year round, comprehensive child development program offered at a monthly cost, dependent on the enrolled child's age.
- Enrollment into CC is based on the date of application.
- Enrollment priority is given to Mayville State University Employees, and families with children already enrolled in the program.

### Collaborative Pre-Kindergarten (Pre-K)

- 9-month (September-May) option which provides children preparing for Kindergarten the skills to be successful in school.
- The Collaborative Pre-K program offers Head Start and Child Care slots within school districts and follows the school districts hours.
- Locations are Central Valley Public School and Hillsboro Elementary School

### CHEERS (Mayville and Hillsboro)

- Cheers is an after-school program which is offered at Peter Boe Elementary in Mayville and at the Hillsboro Armory during the school year for children Kindergarten – 5th grade.
- Offered during the summer months for school-age children at both sites.

All children and their families enrolled at MSU CDP are offered all HS and EHS components including health screenings, nutrition, family services, parent involvement, and child development with an integrated approach. All staff of MSU CDP will support and assist all families with any goals they choose to set and work towards.

## Quality Staff

MSU CDP strives to provide high quality care to all enrolled families by employing staff who are educated in early childhood. Education and continued education requirements are in place as follows:

Teacher (ages 0-3): minimum of a CDA within 18 months of hire

Teacher (ages 3-5): minimum of a 2-yr degree in Early Childhood Education or the equivalent

Teacher's Aide: minimum of a CDA within 18 months of hire

Classroom Float: minimum of a CDA within 18 months of hire

All staff receive continuing education and attend monthly staff meetings. All staff are required to obtain and maintain CPR/First Aid/AED certification. All staff must complete the criminal background check process prior to employment and throughout the remainder of their employment as required by Mayville State University and ND Childcare licensing.

## Hours of Operation

A yearly calendar is given to parents at orientation which shows all closed, non-Head Start/Early Head Start days and early/late dismissal days. The following are the normal hours/days of operation for each site. Additional closure dates follow the school district in which the site is located.

Site	Phone	Hours/Ages
<b>Mayville</b>	701.788.4868 800.437.4104 Ext 34868 701.788.4781 (fax)	7:00am – 5:30pm 6 weeks – 5 years old
<b>CHEERS</b>	701.347.2627	3:30pm – 5:30pm Kindergarten – 5 <sup>th</sup> grade
<b>Portland</b>	701.414.0153 701.414.0154 (fax)	7:00am-5:30 pm 6 weeks – 5 years old
<b>Hillsboro Armory</b>	701.636.4047 701.636.5412 (fax)	7:00am-5:30pm 6 weeks – 5 years old Kindergarten – 5 <sup>th</sup> grade
<b>Hillsboro Elementary</b>	701.636.4711 701.636.4712 (fax)	8:15am-3:15pm 4 – 5 years old 9 months/year
<b>Central Valley</b>	701.847.2220 701.847.2407 (fax)	8:15am-3:15pm 4 – 5 years old 9 months/year
<b>Grand Forks @ GCM</b>	701.696.9061	7:00am – 5:30pm 6 weeks – 5 years old
<b>Grand Forks @ SFB</b>	701.369.4467	7:00am – 5:30pm 6 weeks – 5 years old
<b>Home-based</b>	701.369.4486	Pre-natal

## GENERAL POLICIES

### Signing In and Out Each Day

We ask that all parents sign their child in and out each day using our iPad/Child Plus system. Each classroom has an iPad inside their room used to monitor attendance. Please make sure your child's teacher sees that your child is present, as they may be working with another child. Parents will need to click "Check In" next to their child's name, sign their name/initials and click "Okay." The same procedure is used to "Check Out" each child at time of pickup. CHEERS staff will sign children in, and parents will be responsible for signing their child out upon pickup at the end of the day.

We are not responsible for any child unless the child is brought directly to a staff member. MSU CDP is no longer responsible for your child once you have signed him/her out for the day. Signing your child in and out is important in case of an emergency requiring a head count to be taken. Child Plus is also utilized to complete meal counts for USDA records/reimbursement.

***All staff members have the right to sign your child in or change sign in/out times on the iPad if you have forgotten to do so.***

### Daily Sheets

Daily reports are used to communicate each individual child's daily experiences and routines between the parent/guardian and the teacher. Upon arrival each day, the parent completes the top portion of the infant daily report. By informing the teachers of when the child woke up, last meal, and last diaper or toileting, the teachers can follow the child's routines and understands the child's needs appropriately. Throughout the day, teachers will fill out the child's meals, diapers/toileting, naps, any special notes, or reminders in effort to share information with the teachers. Daily Reports are sent home with families daily.

*Infant Daily Report* is completed throughout the day for children ages 6 weeks through 11 months. *Individual Daily Report* is required for all children 12 months of age and older or until fully potty-trained and can be requested by parent/guardian for those children who are fully potty-trained.

### Attendance

Attendance is very important as it provides children with consistency and routine. The Head Start Program Performance Standards has set a requirement of 85% attendance for all EHS, EHS CCP and HS children. If your child will not be attending for any reason, please contact the site your child attends by 9:30am. If your child is not present by 9:30am and staff did not know the child was going to be absent for the day, parents can expect a text message asking them to call the center to verify the safety of the child.

If a child has been absent for two or more consecutive days (unexplained), family service staff will be notified and will attempt to facilitate communication by phone and follow up with a text, e-mail, or drop in visit to the family and an Attendance Improvement Plan may be implemented. A welfare check could also be completed if necessary.

### Inclement Weather

When sites need to either be closed or require a late start due to bad weather, MSU CDP sites will follow the school district in the community it is located in. For late starts, the indicated sites (\*) will open ½ hour before the school district.

- \*Mayville and Portland – follows MPCG School District
- \*Grand Forks Grand Cities Mall and School for the Blind – follows Grand Forks Public School District
- \*Hillsboro Armory – follows Hillsboro School District
- HPK – follows Hillsboro School District
- Central Valley – Central Valley School District

Other notification systems used:

- Text message and email notifications (if opted in by the parent/guardian)
- Postings on MSU CDP Facebook page: ***Mayville State University Child Development Programs***

## Parent Provided Supplies

### Infants (0 - 12 months)

- Two bottles (plus liners, if needed)
- Extra Clothing (two sets w/ socks)
- Outdoor/season appropriate clothing
- Pacifier – with written permission
- Diaper ointment
- Thin blanket
- Family Photo

### Toddlers (12 months to 3 years)

- Extra clothing (two sets w/ socks)
- Outdoor/season appropriate clothing
- Two thin blankets for rest time
- Pacifier – with written permission
- Diaper ointment
- Family Photo

### Pre-K (3 - 5 years)

- Extra clothing (two sets w/ socks)
- Outdoor/season appropriate clothing
- Two thin blankets for rest time
- Backpack
- Family Photo

## Authorized Release of a Child

### *Children will only be released to people listed on the Child Information Sheet*

If a parent is not allowed to pick up a child, MSU CDP will need a court order stating this.

A child will not be released to anyone under the age of 13.

Anyone coming to pick up your child for the first time must bring a picture ID, otherwise your child will not be released, and parents will be called. If someone is attempting to pick up a child and cannot properly identify themselves as an authorized person, the child will not be released (including any person known or unknown to the teaching staff). If an unauthorized person persists, 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 attempt to remove the child from the center, law enforcement will be notified.

If an authorized person is suspected of drinking, smells of alcohol, or appears to be incapacitated for any reason, that person will be asked to contact another authorized person to pick up the child. We are unable to refuse pick up by a parent/guardian, but local law enforcement will be notified if the parent/guardian refuses to call someone else to pick up their child.

**One-time Release of a Child form** - In the event of an emergency, or someone not listed on the Child Information Sheet is going to be picking up your child (birthday party, etc.), you are able to authorize release by completing the One-Time Release of a Child form. The form can be completed via a phone call from the parent/guardian. It allows for pick up only on the specified date/time. The staff person presents at time of pick up will check the picture ID of the authorized adult and sign off on the form. The form will then be placed in the child's permanent file.

## **Custody & Court Orders**

In 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 PFCE Coordinator and/or Manager for more information. Release to a biological parent(s) cannot be denied unless a copy of legal court papers is on file. (ex: order for protection, termination of parental rights, etc.)

## **Confidentiality**

What you hear and see here, stays here. Please respect the privacy of all individuals and families by not repeating what you hear at any of our locations to the outside community and other parents. Please refrain from asking a staff person about specifics or details of the other children or situations at the site. All children's files are kept in a confidential, locked file.

## **Field Trips**

Classrooms may go on short field trips within walking distance of the site. Those children who are not authorized to participate will stay back at their site.

## **Car Seat/Pedestrian Safety**

MSU CDP has National Child Passenger Safety Technicians on staff to assist families with installation and any questions about car seats for children. Pedestrian safety is always practiced in all classrooms by all teachers and when outdoors.

## **Transportation**

MSU CDP does not provide transportation. For transportation to and from sites, parents/custodians may choose the mode of transportation. However, no matter the mode chosen, all children must be signed in and out at the site by a parent/custodian or other designated guardian thirteen years of age or older. The only exception to this rule is when transported by the school districts or other special events approved by the Program Director.

## **Photo Release**

MSU CDP will not release any pictures of enrolled children in feature stories or news articles, program reports, child's cubby or active supervision board within the facility, and social media pages controlled by MSU CDP without the authorization of parents/guardians via the Child Authorization Form which is completed annually.

## **Birthday Treats/Outside Food**

We like to make each child feel special on his or her birthday. However, the program does not allow outside food (store-bought, home-made, or restaurant-made) to be brought in by families for special occasions such as birthdays or holidays. We follow USDA guidelines for all meals and snacks. USDA does not allow sweet treats in the classrooms.

## **ENROLLMENT/BILLING**

### **Parent Orientation**

A yearly parent orientation is required for each family enrolled in the program. Parent orientation provides parents with important information regarding the program and policies of MSU CDP, along with site specific information. Written notice will be given to all enrolled families if there should be any changes in the program's services and/or policies during the program year.

A yearly, site-specific parent calendar is provided to all families which indicates any days your site is closed. Contact information for each site is also listed on the calendar. If there are any changes to the calendar, you will be informed via a note placed in your child's mailbox, posted on the door of the site or on our MSU CDP Facebook page. Watch your child's classroom newsletter and monthly Parent Link for updates as well.

Children are not able to start until the following forms are completed and turned in. All records maintained by MSU CDP are confidential and only disclosed to pertinent staff.

- Up-to-Date Immunizations records
- Child Information Sheet (SFN 845)
- Parent's Statement on Health of Child (SFN 847)
- Child Authorization Form
- USDA form
- Financial Obligation Agreement
- Copy of child's birth certificate
- HS/EHS paperwork (when applicable)

## Billing Procedure

Children must be signed in and out upon entering and leaving the classroom by the parent/guardian using the ChildPlus iPad application. If the parent/guardian forgets to sign the child in and/or out, a staff member will do so for them using the time to the best of their knowledge. At the end of the month, all attendance records will be reviewed, and times will be charged accordingly.

### The following is MSU CDP's invoicing process:

1. 10<sup>th</sup> day of the month: Invoices will be sent out
  - a. Child Care Families: Your invoice will be charges to prepay the following month.
  - b. Head Start/Early Head Start Families: You will be invoiced for charges you accrued from the previous month.
2. 20<sup>th</sup> of the month: Payments are due
3. 1<sup>st</sup> of the following month: Child Care services will be suspended for accounts that are not paid in full
  - a. If the account is paid in full before the 10<sup>th</sup> of the month, the child may return to the classroom as soon as the bill is made. Invoices will not be pro-rated for any suspended time.
4. 10<sup>th</sup> of the following month: For Child Care Families, your Child Care slot will be surrendered if payment is not received.
5. If the childcare slot is surrendered, the collections process will begin. The collections process is completed by Mayville State University's Business Office.

### Example for Child Care Family:

1. August 10: Invoice to prepay September will be sent out
2. August 20: Payment for the August 10 invoice is due
3. September 1: Child Care services will be suspended if account is not paid in full
4. September 10: Child Care slot surrendered if payment is not received
5. September 11: Collections process will begin

### Example for Head Start/Early Head Start (HS/EHS) Family:

1. August 10: Invoice to pay charges accrued in July will be sent out
  - a. These charges would be for time the child attended before and after the HS/EHS Hours, any time attended on Child Care Only days, and any late charges.
2. August 20: Payment for the August 10 invoice is due
3. September 1: Child Care services will be suspended if account is not paid in full.
  - a. This means your child can not attend before and after the HS/EHS hours and cannot attend any days that are deemed Child Care Only days.
4. September 10: Child Care slot surrendered if payment is not received
5. September 11: Collections process will begin

## Rates and Fees

- Monthly rates are based on an average of 20 days per month. Holidays and typical closure days for staff are accounted for when calculating the average.
- Once a Financial Obligation Agreement is completed and signed any costs charged to the family will be their responsibility regardless of enrollment and/or attendance.
- Due to high demands for care in Infant/Toddler (0-3) rooms, pro-rated schedules of less than 5 days per week, 12 months per year will not be permitted.
- Preschool rate options of 2 day (Tu/Th) or 3 day (MWF) are based on availability.
  - There is no option for switching days.
  - Extra days in attendance will result in drop-in childcare charges (\$5 per hour).
- Child Care families are billed monthly regardless of attendance. Invoices will not be adjusted for situations such as vacations or sick days.
- For Child Care families, registration fees are included in the monthly invoice; \$5 of the monthly charge is for registration fee. Head Start/Early Head Start/EHS CCP children are not billed the registration fee.
- Late Fees – If your child is not picked up by the site’s closing time, according to the center’s clock, you will be charged a late fee. Late fees are charged per child for each incident (not per family).
  - \$50 for the first 10 minutes after closing time
  - \$5 per minute after the first 10 minutes

## Late Pick Up

If you are picking up your child from the program and you are running late, please call to let the staff know. You will be charged \$50 for the first 10 minutes after 5:30pm. An additional \$5 per minute after the first 10 minutes will be charged until your child is picked up. Late fees are charged per child for each incident, not per family. Late fee charges will be added to your next billing statement. ***After 30 minutes if we are not able to reach the guardians or an emergency contact person, law enforcement and social services will be notified.***

Any Head Start and Early Head Start families who are on the suspension list may be charged late fees for any time after the Head Start/Early Head Start hours at the discretion of the Fiscal Manager.

## Exiting the Program

**A written notice of termination of enrollment must be submitted to the ERSEA Coordinator by the first of the month.**

If a written notice is not given, the program will continue to bill for the full month following the child’s last day of attendance.

## Child Care Assistance Program (CCAP)

CCAP provides assistance with childcare costs to families with low income while they participate in allowable activities, such as work or school. Applications for CCAP can be found online (<https://apps.nd.gov/dhs/ea/oasys>), at your local social services office or MSU CDP Staff.

## EDUCATION/DISABILITIES/MENTAL HEALTH

### The Creative Curriculum / Teaching Strategies GOLD

The Creative Curriculum for Infants, Toddlers and Twos and the Creative Curriculum for Preschool are used in the classrooms at MSU CDP. It is research based and aligns with the North Dakota Early Learning Guidelines and the Head Start Early Learning Outcomes Framework. The Creative Curriculum focuses on 38 objectives and is used as both a guide for lesson planning, routines, and environments and as a basis for collecting child development data, known as outcomes. Teachers utilize Teaching Strategies GOLD to individually plan for each child using collaborative goal setting between teachers and parents, document child progress through observations, plan weekly lesson plans for the entire class, generate report cards and family conference forms

**The Creative Curriculum for Infants, Toddlers and Twos** is a comprehensive, research-based curriculum that focuses on building relationships and providing responsive environment. It provides a dependable sequence of learning opportunities for children. Some components of each day's schedule include learning activities such as music, stories, self-directed play, excursions, and academic games. These activities promote learning in science, math, art, social skills, and literacy. Daily routines provide security in the predictable schedule, and new activities keep interests high. Children will participate in: Creative Art, Large and Fine Motor Activities, Language and Talking Activities, Music and Movement, Social, Emotional and Cognitive Activities. The child's own personal care is also individualized to their own needs. Classroom materials and toys are rotated to go along with the weekly exploration topic. New items are placed in the learning centers to enhance the environment, keeping it relevant, fresh, and fun for the children.

**The Creative Curriculum for the Preschool Children** is a comprehensive, research-based curriculum that focuses on building relationships, the learning environment, how children learn and how teachers and families can work together to strengthen the child's growth and development, ensuring school readiness. This curriculum balances both teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. Children will participate in large and fine motor activities, creative art, and sensory, social, emotional, and cognitive activities each day. The outdoor environment is an extension of the classroom, where children have the opportunity to continue their learning outdoors.

**Lesson Plans** are developed around a weekly exploration topic, based on the children's interests and developmental needs. Activities are developed around specific goals and objectives that your child's class is working on, as well as your child's individual needs. Lesson plans are available in print for families and are posted in the classroom, along with a monthly calendar of classroom events. This is a great extension to the child's learning and helps you and your child make the important connection between home and school.

## Disabilities

If your child has a diagnosed disability, MSU CDP will work with the Local Education Agency (LEA) to ensure all the requirements of the IEP/IFSP are met. Any child on an IEP will have it updated by the LEA yearly. If you suspect your child may have a disability, please talk to your teacher or the Education and Disabilities Manager about starting the referral process.

## Ages and Stages Questionnaire (ASQ-3)

The ASQ-3 is a developmental screening tool, which is completed for each child by the child's parents and, if warranted, their teacher, within the first 45 days of entry into the program. The ASQ-3 screening tool gives us a picture of your child's communication, gross and fine motor, problem solving, and personal-social development. You will receive a letter with your child's results, identifying his or her strengths, needs and concerns. If needs and/or concerns are identified, we will collaboratively set goals and create a plan to support development.

## Meeting Children's Individual Needs – Outcomes

MSU CDP uses collaboratively set goals between parent and teacher, activities are planned and implemented regularly to support specific, individual child development based on the 38 objectives and dimensions within the Creative Curriculum and Teaching Strategies GOLD. Teachers complete individual observations that are linked to these objectives to determine children's developmental level. These observations are documented and utilized to complete checkpoints quarterly. Checkpoints show each child's developmental progress. At home visits and parent/teacher conferences, you will receive report cards and family conference forms which show your child's progress.

Outcomes data is used by MSU CDP to determine the needs of the individual child, classroom, site, and program. The data also helps determine training and program needs for the teachers, staff, and program development.

## Active Supervision Procedure

All MSU CDP staff will work together to ensure that children are always actively supervised when in our care. Active Supervision Plans are in place within each classroom to make sure children are consistently supervised within the indoor and outdoor environments as well as while transitioning from one activity or space to the next. All staff receive ongoing training about the importance of active supervision and how to create a classroom community. The following will be used in each classroom.

### Active Supervision Guidelines

Teachers and classroom staff will follow the six strategies listed below, allowing children to explore their environments safely and under supervision at all times, leaving no child unattended:

- Set up the environment
- Scan and Count
- Anticipate Children's Behavior
- Position Staff
- Listen
- Engage and Redirect

### Classroom Schedule and Active Supervision Plan

Each classroom will be responsible for creating a Classroom Schedule and Active Supervision Plan to ensure transition times are planned to ensure safety as well as learning opportunities.

### Classroom Active Supervision Boards

All children will have a picture of themselves with their name printed on it. It will be laminated and have a piece of Velcro on the back. There will be three child status boards (Home, School and Special Events) and an outside folder for each classroom.

Classroom Active Supervision Boards will be used every day to ensure all children are accounted throughout each day. Children (with the help of parents) will be encouraged to move their picture from the home board to the classroom board upon arrival to school and again move their picture from the school board to the home board at departure/pick-up. Teachers will use this board to establish and promote a sense of community within the classroom.

### Additional Strategies

Each classroom will routinely complete a head count any time they leave the room, arrive at a location, return to the classroom, transition outside and back inside. The number of children in the classroom will be relayed to any staff relieving another staff (substitute, breaks, etc.). The teachers will also ensure that all children are signed in on the iPad daily.

## Home Visits and Parent/Teacher Conferences

Home visits and Parent/Teacher conferences focus on enhancing the knowledge and understanding of the educational and developmental progress and activities of each child. They also provide for teacher/parent engagement and conversation. EHS, EHS CCP, and HS families are required to complete two home visits and two P/T conferences per program year. Child Care families will be offered home visits and P/T conferences.

## Mental Health Services

Mental Health Services are available to families for information and/or guidance. Referrals for mental health consultants are made when necessary, only with parent's authorization.

## ASQ: SE-2

Parents are asked to complete the Ages and Stages Questionnaire: Social/Emotional – 2 at orientation (within the first 45 days of enrollment). It is a screening tool that provides a quick check of your child's social-emotional development. The Education Inclusion Manager will score the assessments, evaluate, and make any necessary referrals upon written consent of the parent/guardians.

## Positive Behavior Support Approach (PBS) and the Pyramid Model

The Pyramid Model for Social and Emotional Competence is used to promote, prevent, and intervene in supporting emotional competence of all children enrolled in the program. The base of the Pyramid Model is built on caring and responsive relationships and high-quality environments. It is important to establish trusting relationships to support the child's development of emotional regulation, secure attachment, understanding of their own feelings as well as the feelings of others, and positive approaches to learning. High quality environments promote engagement of every child by establishing schedules and routines that are consistent, reasonable, and followed to increase predictability and security for each child.

The *TPOT (The Pyramid Observation Tool)* and *TPITOS (The Pyramid Infant Toddler Observation Scale)* will be used to assess overall implementation of the Pyramid Model and identify classroom environment and interaction strengths and needs.

A "body break" may be used as a positive strategy to show children how to "cool down" when they need a break. The child will be removed from the immediate situation when he/she is behaving inappropriately. The child may just need time to gain control before re-entering the group. "Body breaks" are not appropriate for children under the age of two.

### The following actions are not permitted by MSU CDP staff:

- Corporal punishment
- Emotional abuse
- Physical abuse
- Humiliation
- Isolation
- Punishment for lapses in toilet habits
- Denial of basic needs
- Use of food as punishment or reward
- Use of physical restraints other than to physically hold a child when containment is necessary to protect a child or others from harm.
- Use of mechanical restraints

If your child has behavioral concerns during the program year, you will be invited to a meeting in which we will work together as a team to develop a Positive Behavior Support Plan to be used both at the site and at home.

## GENERAL PARENT INFORMATION

### Families Are Welcome at Any Time

MSU CDP welcomes visitors to our program at all times. We hope that parents/guardians will attend family functions, help with classroom projects, or participate in monthly parent/child activities offered in your child's classroom. If you wish to share a meal with your child, just give us a call to so we can ensure enough food is prepared for you to eat with your child. Please check in at the office so staff know who is present in the building for safety reasons. Some sites have locked doors for set hours each day and require key fobs to enter the building. If a visitor or someone without a key fob would like to visit, they would have to ring the doorbell for access into the facility.

### Nap/Rest Policy

All infants under the age of twelve months will be placed flat on their backs for sleep in a safety-approved crib. Infants nap at varying times and their schedules are accommodated. Somewhere between 12-18 months, children usually decrease to one nap per day as per parent's request. (See Infant Sleep Policy for additional information)

There is designated rest/nap time each day for all ages. All children are required to rest for at least 30 minutes before they are given a quiet activity to do instead of napping, which could include looking at a book or quiet table activities during this period. Rest time gives all children a much-needed break during the day. Nap/rest time vary based on the ages of the children in each classroom.

## **Grievance Procedure for Parents/Guardians**

MSU CDP strives to foster positive community relations, allowing 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.

A grievance exists when a person or party is dissatisfied with how a specific issue or action taken by the program (MSU CDP) has been addressed and they request formal remedial action.

1. A written grievance will be given to an appropriate staff member (depending on 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. The receiving 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 grievance and the response shall be forwarded to the Management Team (Director and Component Managers) 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 MSU CDP Policy Council. A formal meeting will take place, including all parties involved. 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.

## **Parent/Guardian Right to Report**

If you have any concerns or issues regarding program operations, staff, etc., feel free to contact the Site Supervisor or Program Director. Each of the MSU CDP locations are licensed through the North Dakota Department of Human Services. If, at any time, you would like to report a complaint, suspected licensing violation, or suspected child abuse and neglect, you can contact the local county licensor:

- Mayville, Portland, Central Valley, Buxton, and Hillsboro locations (Traill County) at (701) 636-5220
- Grand Forks (Grand Forks County) at (701) 787-8500
- Minto (Walsh County) at (701) 352-5111
- Fargo (Cass County) at (701) 241-5765

## **Child Abuse/Neglect**

All MSU CDP staff members are mandated reporters, as required by North Dakota Century Code 50-25.1-03, and must report suspected child abuse and/or neglect to the child protection division of social services in the county in which they are located. Children's safety and well-being are our number one concern.

## **Parent Committee Meetings**

Parent Committee meetings at each individual site are designed to build community among families by offering parents opportunities to plan events, activities and trainings together to enhance their own adult learning, and support their child's school readiness by increasing their knowledge in the development, education, health and nutrition of their children. All parents and guardians of currently enrolled children are invited and encouraged to attend the meetings. Parent Committee meeting minutes and center updates are shared at each Policy Council Meeting.

## Parent Trainings

Parent trainings take place throughout the year. Ideas for trainings come from required topics mandated by Head Start regulations and from parent input at Parent Committee Meetings. Training opportunities are listed in the Parent Link, classroom newsletters, posted at sites and sent home in children’s cubbies. Childcare during parent trainings may be provided to parents, if needed. Since this is a free service, we ask parents to sign up in advance with how many children and their ages who will need care for the training, allowing us to prepare appropriately. If interest is low for a scheduled training, MSU CDP reserves the right to cancel. Please let your PFCE Staff know if there is a training that would be of interest to you.

## Policy Council (PC)

Policy Council is comprised of Head Start, Early Head Start, and Early Head Start Child Care Partnership parents and community members. One parent/guardian representative from each center for each program option will be elected to serve on Policy Council. The Early Head Start Partnership Program is required to have a Policy Council by Federal regulations.

### What does the Policy Council Do?

- Approve decisions about activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.
- Approve the recruitment, selection and enrollment priorities
- Review and Approve Grants
- Budget planning for program expenditures
- Review and Approve Program personnel policies and decisions regarding employment of program staff
- They are responsible for the direction of the Head Start Program.
- They make decisions related to program’s design and operation.

### Who is on Policy Council?

PC Members are parent/guardians of currently enrolled Early Head Start, Head Start, and Early Head Start Child Care Partnership children and community members with experience in one or more of the component areas. At a minimum, 51% of the membership needs to consist of parents/guardians of children who are currently enrolled in the program. Head Start Representatives will finish out their term commitment if their child completes the program term.

Community member representatives may not make up more than 49% of membership. It is preferred that Community member reps have specific knowledge that relates to one of the core component areas such as Education, Health and/or Family Services. Parents of previously enrolled children within the last five years are encouraged to become community member reps.

Mayville State University and YMCA employees or any member of their immediate family may not serve on the Policy Council except parents who occasionally substitute for the program.

Parents of children currently enrolled in each program option must be proportionately represented on Policy Council. To maintain proportionality, one parent/guardian representative from each center for each program option will be elected to serve on Policy Council. The table below shows the centers and the number of representatives per program option.

Center	HS	EHS	EHS/CCP
MSU Mayville Site	1	1	-
MSU Portland Site	1	1	1
MSU Central Valley Public School Site	1	-	-
MSU Hillsboro Site	1	1	-
MSU Hillsboro Public School Site	1	-	-
MSU Grand Forks-School for the Blind Site	1	1	1
MSU Grand Forks- Grand Cities Mall Site	1	1	1

	HS	EHS	EHS/CCP
MSU Home-Based Program	-	1	-
Buxton Daycare	-	-	1
YMCA-South Fargo Site	-	-	1
YMCA-West Fargo Site	-	-	1

### How are Policy Council members chosen?

Policy Council shall be elected annually in August by the parents/guardians of children who are currently enrolled at each center. Community Representatives are determined by the Program Director and shall be approved/disapproved by the Policy Council.

### How often and where does Policy Council meet?

Regular, monthly meetings will be scheduled at the time that works best for a majority of the Policy Council members and will be held at the Mayville site. Policy Council members may join the meeting via phone or video conference if they cannot attend in person. Meetings will normally last 1-2 hours, and members are asked to review information prior to the meeting.

### Why should I Join?

Being a PC Member is a great leadership opportunity and gives you as the parent the chance to be involved in your child's education. Childcare, supper, and transportation reimbursement are provided to participating parents to eliminate any barriers to participation.

### In-Kind

In-kind is defined as donated goods or services provided to the Early Head Start and Head Start programs by parents, guardians, volunteers, and community members. For every dollar awarded by the Federal Government, the program is required to match it with \$0.25 in in-kind. There are many activities you can do as a parent/guardian to contribute to the programs. Below is a list of activities considered in-kind.

- Volunteer 10-15 minutes per day or even spend the entire day in the classroom
  - Read to the children, help with projects, share your culture through song or craft, help in the office
- Spend quality time with your child on educational activities at home
  - Homework activities, Backpack Reading, bring home items to help in the center, such as coloring and cutting
- Any item that is given to the program can be considered a contribution. A contribution record must be filled out and signed.
  - Formula, baby food, books, diapers, paper (we do not take clothes unless requested)

### In-Kind Guidelines

- Always sign or initial every in-kind form.
- Complete all in-kind documentation in pen, not pencil.
- Fill in the date and time where asked. If left blank, it cannot be counted.
- Turn in all in-kind sheets in a timely manner (at least monthly). If you are needing more sheets, please ask your teacher or any other staff member.

### Backpack Reading

MSU CDP encourages literacy through the Backpack Reading Program. For every 15 minutes that you spend reading with your child, color, and date one book on the Backpack Reading Sheet. Books are available at each site to borrow. Children are regularly allowed to borrow books for reading at home. Teachers have a supply of books to choose from. Any book read to your child can be recorded on the Backpack Reading sheet – it does not have to be books borrowed from the program. Reading at home counts as IN-KIND – just bring in your completed backpack reading sheet!

## Family Partnership Agreement (EHS/EHSCCP/HS)

A variety of services and opportunities will be provided and offered to your family. In return, we ask you to provide our program with your involvement.

### The program staff will provide:

- Confidentiality and respect
- A fun, safe and friendly environment for you and your child
- Developmentally appropriate activities that match your child's individual needs
- Hearing, vision, and dental screening for your enrolled child within the first 45 days of enrollment
- Mental Health Screening for your enrolled child
- Open communication and various opportunities to be informed on your child's progress, including home visits and/or parent-teacher conferences
- Parent education and involvement opportunities on a regular and ongoing basis
- Information and access to resources, including parenting skills and local program applications
- And so much more...

### As a family in the program, you are expected to:

- Ensure child's regular attendance and contact the center when absences are necessary
- Communicate important information with appropriate staff
- Update emergency and contact information whenever necessary
- Participate in Parent Engagement Activities
- Take your child to a Well Child/Physical Exam and Dental Exam within the first 90 days of enrollment and ensure all immunizations are up to date
- Continue to follow the recommended scheduling for all health exams and immunizations
- Complete all the required paperwork
- Participate in the development of your child's educational goals and family goals
- Give your input on how to better the program
- Read your child's mail to know what is going on in the program
- Be actively involved

## Program Annual Self-Assessment

Each year MSU CDP begins a Self-Assessment of program systems and services. The Self-Assessment is an evaluative practice used to examine the programs compliance to federal, state, and local regulations and expectations and helps us assure and maintain quality across all our programs.

MSU CDP asks parents of all programs to complete the annual parent survey. This gives MSU CDP the opportunity to gather valuable input from the families that we are serving. Parents, staff, and community members participating in the self-assessment are encouraged to give honest feedback in areas they see as needing improvement. This ensures stakeholder input is valued and considered.

## Health and Safety

### Immunization Record/Policy

Children must be immunized with all appropriate immunizations as stated by the NDDoH and NDCC (23-07-17.1) in order to start and maintain enrollment in the program. Enrollment will be terminated if immunizations are not kept up to date or health plan set forth by doctors is not completed, as stated in the ND Century Code. A medical exemption must be documented on the ND Department of Health Certificate of Immunization forms and signed by physician and/or parent/guardian.

### Medication Administration

MSU CDP allows 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 Manager/Coordinator and is in the best interest of the

child to receive the medication during class time or the medication is considered to be a “rescue medication” such as an asthma inhaler or epi pen.

MSU CDP staff will administer medications only if the parent/guardian AND child’s physician have completed the Medication Authorization Form, the medication is in its original container, labeled with the child’s name, and the facility has been given the written instruction of a licensed physician to administer the specific medication, including over-the-counter products. Each Medication Authorization Form will be valid for a maximum of 3 days unless an order from a health care provider is given to extend the allowable amount of time.

All medications will be stored out of the reach of children in a locked container unless it is considered a “rescue medication”.

All medication and over-the-counter products must be given to a staff member. They cannot be sent with the child. The only over-the-counter product allowed without a Medication Authorization Form is diaper cream.

## Exclusion of Sick Children Policy and Procedure

A child will be excluded from care for any of the following reasons:

- An illness prevents the child from participating comfortably in activities as determined by the child’s caregiver.
- An illness results in a greater need for care than the caregiver or childcare staff can provide; therefore, compromising the health and/or safety of the other children as determined by the caregiver.
- Symptoms and signs of possible severe illness such as lethargy, uncontrolled coughing, irritability or persistent crying, difficulty breathing, wheezing, or other unusual signs for the child.
- The child has any of the following conditions:
  - Fever with behavior changes or other symptoms. Fever is defined as having a temperature of 101° F or higher, taken under the arm. The child can restart normal center hours after they have been **fever free** for 24 hours, without the use of fever reducing medication, such as Tylenol.
  - Diarrhea – Stool is not contained in the diaper, is causing “accidents” for toilet trained children, stool frequency exceeds 2 or more above normal for the child. Diarrhea is defined as watery stools, not just looser than normal and not attributed to teething, antibiotics, or new food items. Children can return to the center once stools have returned to normal for the child, except:
    - Salmonella – may return after 3 negative stool cultures.
    - Shigella – may return after 2 negative stool cultures.
    - E. coli – may return after 2 negative stool cultures.
    - Blood in stools, not explained by dietary change, medication, or hard stool.
  - Vomiting Illness – 2 or more episodes in the previous 24 hours, unless caused by a non-infectious condition (ex. Reflux) and child remains hydrated. One episode may be considered if there are other symptoms or if a child has a recent history of a head injury. The child must not return until the vomiting has subsided, if it is attributed to an infectious condition (ex. Stomach Flu)
  - Abdominal pain – persistent pain that lasts more than 2 hours. Intermittent pain associated with fever or other signs or symptoms.
  - Mouth sores with drooling (does not include canker sores or thrush) – Unless a health care provider or health department official determines that the child is not infectious.
  - Hand, Food, And Mouth Disease – Child may return when lesions are crusted over.
  - Body rash with fever or behavior change – child may return once a health care provider determines that these symptoms do not indicate an infectious disease.
  - Head Lice – Child may stay in care until their regularly scheduled pick up time and must not return until they have had at least one treatment of a lice killing product. (See Lice Policy)
  - Scabies – Child may return after treatment has been completed.
  - Active Tuberculosis – Child may return when a health care provider or health official gives written permission stating that the child is on appropriate therapy and can attend childcare.
  - Impetigo – child may return once treatment has started as long as lesions are covered. If lesions are not able to be covered, the child must wait until 24 hours after treatment to return to the center.
  - Strep Throat – Child may return 24 hours after first dose of antibiotic.

- Chicken Pox – Child may return once all sores have dried and crusted, and the child no longer displays any other exclusion criteria.
- Pertussis (Whooping Cough) – Child may return after 5 days of antibiotic treatment.
- Mumps – Child may return 5 days after the onset of parotid gland swelling.
- Hepatitis A – Child may return after 1 week from the onset of illness, jaundice, or as directed by the Health Department when immune globulin has been given to appropriate children and staff members.
- Measles – Child may return 4 days after the onset of the rash.
- Rubella – Child may return 7 days after the onset of the rash.
- Methicillin-Resistant Staphylococcus Aureus (MRSA) – If the lesions cannot be covered, if the child is running a fever, or if a child cannot participate in activities.
- Purulent Conjunctivitis (Pink Eye) – Child can return after the initial treatment has started or as determined by a health care provider.
- Molluscum- Lesions should be covered by clothing or a bandage, exclusion is not suggested with this diagnosis.

MSU CDP staff will separate children of ill health and contact parent/guardian to take the child home. If the parent/guardian cannot be reached, the program will contact the designated party listed on the child’s Emergency Contact Form. When children are ill, childcare employees will ensure the following:

- Ill children are cared for and comforted by employees, while monitoring symptoms.
- Ill children will be separated from other children when possible.
- Symptoms of illness will be recorded on the “Ill Child Form”.
- The parent/guardian of the ill child will be notified to take the child home; or
- If it appears that the child requires immediate medical attention, the child will be taken to the hospital by ambulance and examined by a Doctor.

## Head Lice Policy

Children will not be excluded immediately or sent home early due to the presence of head lice. Parents/guardians of affected children will be notified and informed immediately by phone, that their child must be treated before returning to the center. Staff will provide the parent/guardian with the proper education and resources needed to treat head lice at the time of pickup.

- The classroom will be thoroughly cleaned and all head gear, pillowcases, plush toys, pillows, sheets, dramatic play clothes and blankets that may have come in contact with the affected child will be laundered in hot water at the facility.
- The child needs to be checked by health staff prior to returning to the classroom and provide proof of treatment purchased (receipt). If lice are found again, the parent/guardian will be notified immediately.
- If the child returns to the center with lice on 3 different occasions within a two-week period, the child will be sent home. A home visit with the family will be required and the household cleaning checklist along with the guidelines for treating head lice will need to be completed before the child can return to the center.
- A notification will be posted at the site. The notice will only be sent out once in a two-week period. Any further cases within that timeframe is considered the same outbreak.

## Communicable Diseases

If a 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). MSU CDP should be notified of 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 Manager/Coordinator and Director.

## Special Health Condition

If your child has any allergies, diet restrictions, etc., the Health Manager/Coordinator will work with each family and physician to ensure their needs are met, whenever possible.

## Infant Sleep Policy

MSU CDP follows the recommendations set forth by 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). All staff, substitutes, and volunteers must follow the following 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 MSU CDP 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, clipped on to an infant's clothing, or attached to stuffed toys. 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. It is recommended to discontinue use once the infant reaches 2 months of age or sooner if showing signs of rolling.
- Sleep sacks are recommended instead of blankets. Sleep sacks with arm panels should be discontinued once an infant reaches 2 months of age or sooner if showing signs of rolling.

### Sleep Environment:

- MSU CDP uses 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 properly fitting mattress and properly 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. If a fitted sheet is used, the pad must lay flat and meet all four corners of the frame.
- 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 68-71 degrees.
- Infants will not share cribs/playpens at the same time.
- Smoking will not be allowed in or near MSU CDP.

### Supervision:

- All infants must be removed from their car seats (and have any outer clothing removed) *by their parents* and given to the childcare provider when they arrive.
- A staff member will visually check on sleeping infants frequently (every 10-15 minutes).
- Sleeping infants will always be within hearing distance of staff.
- 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. Safety straps will always be properly secured.
- Staff will refuse to place infants in their car seat for departure if requested by parents unless the program is transporting.

#### Training:

- All staff, substitutes, and volunteers at MSU CDP will be trained on safe sleep policies and practices.
- Safe sleep procedure will be reviewed with all staff, substitutes, and volunteers each year. In addition, training specific to these policies will be given before any individual can care for infants.
- Documentation that staff, substitutes, and volunteers have read and understand these policies will be kept in everyone’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.

## Health Screenings

Health Screenings are offered to all enrolled families. All health screenings will be completed within the **first 45 days** of enrollment. *Please talk to your child about these screenings in order to help prepare and familiarize them with the procedures.* We do not want children to be afraid of these screenings. Nothing “hurts” them during the screenings; they are similar to playing a game and most children seem to enjoy them after any initial apprehension fades.

### Hearing Screening

For all children age birth to 5, we use a mechanical hearing screening tool that tests otoacoustic emissions, or OAE’s. This is the same screening that many hospitals use to screen newborns in the nursery prior to hospital discharge. This screening is done using a soft probe placed into the ear canal. This probe then emits a tone into the child’s ear and a microphone detects whether the tiny nerve cells in the inner ear are working correctly. Factors that can affect this screening are middle ear infections, fluid behind the eardrum, and/or wax or other foreign body in the ear canal.

### Vision Screening

Each child will receive an evidence-based vision screen within 45 days of enrollment using the Plusoptix S12C. This vision screener can be used on a child as young as 6 months, as the only compliance needed is a short fixation on the camera for less than a second. The results identify refractive error, binocular alignment, unequal refractive error, and unequal pupil size. When the screening is complete a “pass” or “refer” screening result is displayed and the results are given to all parents. If the child is under 6 months of age the program continues to use the evidence-based vision development milestone chart from Prevent Blindness.

### Height & Weight/Nutrition Assessment

Every child will be measured and weighed in the fall and spring of each program year. Health staff will enter the child’s measurements into ChildPlus, and your child’s BMI will be calculated. Parents will receive a BMI letter with your child’s height/weight percentage. If you have questions or concerns, you may contact the health staff and request a meeting with our Nutrition Consultant. All families will also complete a brief Nutritional Assessment (part of the orientation packet). The nutrition consultant will evaluate these assessments and determine if any nutritional needs exist. She will send helpful resources to families based on their determined need for their child on this Nutrition Assessment form.

## Outdoor Policy

Daily outdoor play will be offered to all children, weather permitting. Fresh air in the colder months does not cause or promote illness; it facilitates good health. Parents may not make requests for their child to stay inside while the rest of the group is outside. If parents feel their child is too sick to go outdoors, then they are probably too sick to be in care. MSU CDP includes 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. Outdoor exercise will increase their general fitness and resistance to infection.

Colds and flus 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. Taking children outside is considered a healthy practice in a quality childcare program. For infants and less mobile toddlers, outside time may consist of short walks in the strollers to provide them with fresh air and sunshine.

### Cold Weather

Children will not go outside when the “real feel temperature” is 0°F or below according to weather.com. Staff will monitor children for open skin exposure to cold by looking for reddened and/or white cheeks. 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)

### Hot Weather

Children will not go outside when the “real feel temperature” is 90°F or above according to weather.com. Children will be well hydrated with water and kept in shady areas whenever possible. Staff will monitor children for skin exposure to sun and heat by looking for red skin. All children will be sent out with sunscreen of SPF 30 or above on and reapplications will happen, as necessary. If a particular brand is preferred by the parent, the parent must supply it. Please dress children in appropriate clothing for the weather.

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

- Shorts
- Short-sleeved or tank tops
- Sandals (with back straps)
- Hat (whenever possible)
- Swimsuits or swim trunks for water play

### Sunscreen Policy

For infants younger than six months, efforts will be made to keep out of direct sunlight and protective clothing must be worn. For infants six months and older, sunscreen will be applied to all exposed areas of the body. Sunscreen will only be applied to the child’s skin when given written authorization on the Child Authorization Form.

Sunscreen must be applied 30 minutes before going outdoors and must be an SPF of 30 or higher.

### Insect Repellent Policy

Insect repellent may not be used on a child under 6 months of age. The repellent should only be used when needed and if a parent has authorized Mayville State University Child Development Programs to apply repellent to the child’s skin.

## Incident/Behavior Reports

A state incident report will be sent home if a child has endured any sort of injury during the day. This report will need to be signed by a staff member and a parent/legal guardian. If an injury is significant enough that your child needs to be seen by a physician, MSU CDP needs to file a risk management report.

A behavior report is something that happened which is of abnormal circumstances or undesired circumstances. If your child is biting other children in the program, you will be informed per a behavior report. At that time, the staff member will also write what they did to help the child understand the behavior. This report also needs to be signed by the staff member and parent/guardian.

## **Handwashing**

MSU CDP staff, parents, and volunteers working in the classroom will teach and model preventative hygiene practices in order to lower the risk of spreading communicable diseases. Please assist your child in washing their hands prior to/upon entering the classroom to help combat the spread of germs.

## **WIC Program**

The WIC Program is for pregnant and breastfeeding woman, infants, and children younger than 5 years of age and is available in all counties within our service area. WIC offers healthy food for proper growth and development and helps families choose healthier ways of eating. Let your PFCE or Health Staff know if you need assistance in applying for this program.

## **USDA/CACFP**

MSU CDP participates in the USDA program which provides aid to childcare institutions for the requirements to offer nutritious food to children enrolled in the program. Each family is required to complete the USDA/CACFP form yearly as MSU CDP receives payment for each child enrolled receiving meals. Each meal provided by MSU CDP meets USDA requirements in the areas of amount prepared, properly prepared by kitchen staff, served at the appropriate hours and in a safe and sanitary manner. MSU CDP will offer nutritious, varied diets according to a child's needs (such as gluten free). Weekly menus are posted at all sites. Infants enrolled will receive their formula at no cost. If there are questions or concerns with the brand of formula provided by MSU CDP, please talk to the Health Manager or Coordinator. All children are encouraged to try each element of the meal. Any child who is present for 3 or more hours will receive a snack or meal.

## **Family Style Meals**

Snack and mealtimes must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. MSU CDP will encourage all classrooms to comply with family style meals when developmentally appropriate. MSU CDP will provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.

## **Tooth Brushing**

Each child enrolled in the program will be provided with toothbrushes that are age appropriate throughout the program year and the opportunity to brush their teeth every day. Teacher will supervise tooth brushing at the center. Drinking water will be made available to children throughout the day for hydration to reduce the acidity in the mouth, which can contribute to early childhood cavities.

## **Well Baby Check**

For Early Head Start/Early Head Start-CCP children under the age of one, the yellow Physical Record form needs to be completed by a doctor at 2, 4, 6, 9, 12, 15, 18, 24, and 30 months of age and 3, 4, and 5 years of age. Please make sure to take the physical form to your appointments or return the Health Summary provided to you at the end of your appointment.

## Physical Exams

All Early Head Start, Head Start, and EHS CCP children are required to provide documentation that a physical examination was completed **within 90 days** of the child's enrollment date into the program. Parents must call their health care provider or Health Tracks office (medical assistance recipients only) to schedule this appointment or receive the visit summary indicating that the appointment was already completed. Parents should bring the Physical Record form to the appointment so that the physician can fill it out and sign it. Parents should either have their doctor send this form back to MSU CDP or bring it back to your child's teacher or Health Manager/Coordinator.

## Dental Exam

All Early Head Start, Head Start, and EHS CCP children 12 months of age and older or upon eruption of their first tooth, must provide documentation that a dental exam was completed **within 90 days** of the child's enrollment date into the program. Parents must call their dental provider to schedule the exam or receive a visit summary indicating that the appointment was already completed. The purple Dental Record form must be filled out by the dentist and returned to the child's teacher or designated health staff. If needed, MSU CDP will assist in helping you find a dental home that accepts Medical Assistance. Please see your designated health staff for any questions or concerns.

## Lead & Hemoglobin

Lead level screening is due at 12 and 24 months of age. Hemoglobin level is due at 12 months for all Early Head Start, Head Start, and EHS CCP children. If a child is enrolled over the age of 24 months and does not have a baseline lead screen, it needs to be provided within 90 days of enrollment.

## Aquatics Policy

MSU CDP will obtain written parental permission for children to participate in aquatic activities. This permission will include a written description of a child's swimming level and ability.

The following are required of all water play activities:

- Staff will not be involved in any activity other than directly supervising the children during water activities.
- Staff will maintain certification in pediatric First Aid and CPR.
- Any container holding water for water play will be sanitized before being filled and after being emptied with Bleach Solution #2.
- Children with diarrhea or open sores will not be allowed to participate in swimming, water hoses, sprinklers, or similar activities.

Infants and Toddlers may only participate in water play involving a water table, sprinkler, water hoses, and other approved activities. All children who wear diapers are required to wear diapers for any water activities except for the water table.

Pre-kindergarten and school-aged classrooms may participate in water play activities including sprinklers, water hoses, water table play, swimming, and other approved activities. Swimming activities must follow the guidelines listed below:

- Staff to child ratios must always be maintained. They are as follows:

AGE GROUP	CHILD TO STAFF RATIO
Preschool (3-5)	4 to 1 ratio
School-Age (5-12)	6 to 1 ratio

- There must always be a certified lifeguard on duty. Lifeguards will not be counted in the child to staff ratio.
- Staff must be aware of each child's swimming ability level.
- A phone and first aid kit will always be kept readily accessible.

## Pets/Animals

An up-to-date immunization certificate from a veterinarian must be brought to the site prior to any animal being brought in. Animals must 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 **and** the Health Manager/Coordinator prior to bringing the animal. *NO turtles, snakes, or lizards will be allowed due to the threat of salmonella.*

## Emergency Procedures

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

### Fire Drills/Safety

In the event of a fire (or fire drill) the children will be counted and led out of the room by teaching staff to the nearest accessible fire exit. Each classroom has fire evacuation routes posted. Children who are not walking are placed in a moveable crib and the crib is wheeled outside to the designated area. If possible, a staff person will check all rooms and bathrooms, closing doors after each room is deemed to be clear of children and adults. A head count and attendance will be taken after the children are led out of the building and upon return to the classroom.

Monthly fire drills and fire safety activities are conducted at the center and are recorded by the classroom teachers, Site Coordinator, and Health Manager/Coordinator.

### Tornado Drills/Safety

In the event that a tornado warning is issued, the children will be counted and led out of the room to a pre-determined area in the lowest level of the building, preferably the basement. If there is no basement, they will go to the center of an interior room on the lowest level (closet, interior hallway) away from corners, windows, doors and outside walls, putting as many walls as possible between them and the outside. A Crisis Kit will be brought with to the shelter area.

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

## Evacuation Points (off site)

Should an evacuation of a building/site/area be required, children would be transported to the nearest emergency shelter as designated by the program's crisis plan. The evacuation points for each site are listed below:

Center	Evacuation Point #1	Evacuation Point #2
Mayville	Mayville Lutheran Church	Peter Boe Jr. Elementary School
Hillsboro Armory	St. Rose of Lima Catholic Church	Hillsboro Elementary School
HPK (Hillsboro Elementary School)	Hillsboro High School	Hillsboro Elementary Bus Barn
Portland	First Community Credit Union	Cenex Farmer's Union Oil
Grand Cities Mall	Grand Forks Public Library	Anne Carlsen Center
School for the Blind	UND Housing Office	University Children's Learning Center
Central Valley	Our Lady of Perpetual Help Catholic Church – Reynolds	MSU Child Development Programs – Mayville

## Lockdown Procedures

If an intruder enters a MSU CDP site and poses a perceived threat to the safety and welfare of children and employees, lockdown procedures would be initiated.

When a lock down is initiated, teachers and staff will close and lock all doors immediately, shut all windows and shades, and turn off the lights. All alarms should be ignored unless otherwise instructed, as intruders often set off alarms. Children will be counted and instructed to remain as quiet and still as possible. Staff will call 911 if possible, to alert law enforcement to the intruder's location if known. Staff will wait for help to arrive and should not allow anyone into the classroom until the all clear is given by law enforcement.

*If the classroom is located within a school district, refer to the school districts procedures for lock-down.*