



August 2018-July 2019

Parent Handbook

Head Start · Early Head Start · Early Head Start/Child Care Partnership · Child Care · CHEERS

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Welcome

MSU Child Development Programs Parent Handbook contains information for all of the programs we offer – Head Start, Early Head Start, Early Head Start/Child Care Partnerships, Child Care and CHEERS. This handbook provides information about each program option and general program information. Be sure to watch your child’s Classroom Newsletters and Parent Link for possible changes. Please read the handbook 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, home visitor or any administrative staff, listed below.

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About Our Centers

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.

Purposes

- To provide academic programs and services that address contemporary career and workforce opportunities.
- To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota.
- To deliver flexible programs, instruction, and student services to meet the needs of the individual.
- 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 (MSU CDP) will assist in empowering children, families, the community, staff, students and volunteers by providing opportunities and resources to improve their quality of life.

Goals of the 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."
- To engage families in their children's education.
- To 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.
- To work and communicate with fellow employees respectfully and professionally.

Students

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

Volunteers

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

Head Start/Early Head Start/Child Care Partnership

What is Early Head Start (EHS), Early Head Start/Child Care Partnership (EHS/CCP) and Head Start (HS)?

- All 3 programs are federally funded and offered at no charge to eligible families during specified hours.

- EHS is for pregnant women and children from birth to three years of age.
 - Monthly prenatal home visits
 - Center-based hours are 8:30-3:00pm
- EHS/CCP is for children 6 weeks old to three years of age.
 - Center-based hours dependent on site
- HS is for children three to five years of age who are not kindergarten eligible.
 - Center-based hours are 8:30-3:30

Eligibility Requirements

- Eligibility for HS/EHS/EHS-CCP is determined using the current Poverty Guidelines issued each year in the Federal Register by the Department of Health and Human Services (HHS) as set forth by the Head Start Act. Children who are from families with income below the poverty guidelines are eligible.
- Ten percent (10%) over-income families may be accepted according to selection criteria outlined in the recruitment policy. This is a decision of the MSU CDP Management Team. If there are enough income-eligible families, over-income families will not be enrolled.
- Foster care, homeless children and families receiving TANF or SSI are categorically eligible.
- To maintain regulation guidelines, 10% of the children enrolled have a diagnosed disability.
- Parts of Traill, Steele and Nelson counties have been declared as “Medically Underserved.” This means that 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, Early Head Start/Child Care Partnership, and Head Start programs.
- Based on the medically underserved declaration, EHS, EHS/CCP, and HS can enroll one over-income family for every eligible family enrolled. Income eligible families will be enrolled first, but “medically underserved” families could also benefit from services if slots are available.

Child Care

- Child Care is offered to families at a monthly cost, dependent on the enrolled child’s age. Enrollment into the child care program is first come, first served, based on the date of application.
- Enrollment priority is given to Mayville State University and Sanford employees, and families with children already enrolled in the program.

Program Options

Center-based Head Start (HS) is a 9 month (August-May) federally funded program, which provides a comprehensive child development program for children age’s three to five. Head Start Center-Based services are offered at no charge to income and age eligible families from 8:30am to 3:30pm, with wrap-around child care offered at an hourly fee, which is the responsibility of the family.

Center-based Early Head Start (EHS) is a year-around federally funded program, which provides a comprehensive child development program for children ages birth to three years of age. EHS Center-based services are offered at no charge to income and age eligible families from 8:30am to 3:00pm, with wrap-around child care offered at an hourly fee which is the responsibility of the family.

Center-based Early Head Start/Child Care Partnership (EHS/CCP) is a year-around federally funded program, which provides a comprehensive child development program for children ages birth to three. EHS/CCP Center-based services are offered at no charge to income and age eligible families during the hours of the center. Families will apply for Child Care Assistance Program (CCAP) which supplements the wrap-around care.

The *Home-based* program serves Early Head Start families within our services area. Families receive weekly home visits and bi-monthly socialization opportunities. The home-based program provides the same services and activities as the center-based program within the enrolled family's home.

Prenatal Early Head Start services provides expectant mothers and family's support on issues related to pregnancy, with a minimum of monthly home visits and bi-monthly socializations opportunities.

The *Child Care* program offers an integrated classroom approach where children receive daily care and education for their children. Child care is a monthly, fee-based program.

The *Collaborative Pre-k* program is a 9 month (August-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. An integrated classroom approach, where children enrolled in child care receive the same opportunities as those enrolled in the Head Start program, is used in this program.

Cheers is an after-school program which is offered at Peter Boe Elementary in Mayville and at the Armory in Hillsboro during the school year for children ages kindergarten through 5th grade. Cheers is offered during the summer months for school-age children at the Mayville site and the Hillsboro Armory.

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.

Hours & Days of Operation

Each site of MSU CDP operates during hours which meet the needs of the community the site is located in and serves children ages 6 weeks to 5 years of age. All sites follow the school district they are located in when it comes to any additional closure days past the scheduled holidays. All sites have a yearly calendar which is given to parents at orientation for all closed, non-Head Start/Early Head Start days and early/late dismissal days. The following are the hours/days of operation for each site.

Site	Programs	Location	Phone	Hours/Ages
Mayville	Early Head Start Head Start Child Care CHEERS (summer)	Birkelo Hall on MSU Campus 330 3 rd St NE Mayville ND 58257	701.788.4868 800.437.4104 Ext 34868 701.788.4781 (fax)	7:00-5:30 pm 6 wks – 5 yrs
CHEERS	After-School Care	Peter Boe Jr Elementary 20 2 nd St NW Mayville ND 58257	701.317.6707	3:30-6:00 pm Kinder-5 th
Portland	Early Head Start Head Start Child Care EHS/CCP	716 Madison Ave Portland ND 58274	701.414.0153 701.414.0154 (fax)	7:00-5:30 pm 6 wks- 5 yrs
Hillsboro Armory	Early Head Start Head Start Child Care CHEERS	Hillsboro Armory 408 1 st St SE PO Box 542 Hillsboro ND 58045	701.636.4047 701.636.5412 (fax)	7:00-5:30pm 6 wks - 5 yrs K-5 th grade
Hillsboro Elementary	Head Start Child Care	Hillsboro Elementary 124 4 th St NE Hillsboro ND 58045	701.636.4711 701.636.4712 (fax)	8:30-3:30 pm 4-5 yrs 9 months/yr
Central Valley	Head Start Child Care	Central Valley School 1556 Hwy 81 NE Buxton ND 58218	701.847.2220 701.847.2407 (fax)	8:30-3:30 pm 4-5 yrs 9 months/yr

Grand Forks @ GCM	Early Head Start Head Start EHS/CCP Child Care	Grand Cities Mall Suite 10 1726 S Washington St, Grand Forks, ND 58201	701.696.9061	7:00-5:30 pm 6 wks – 3 yrs
Grand Forks @ SFB	Early Head Start Head Start EHS/CCP Child Care	School for the Blind Community High School 500 Stanford Road Grand Forks ND 58203	701.369.4467	7:00-5:00 pm 6 wks – 3 yrs
Home-based	Early Head Start	Traill, Steele, Nelson, Grand Forks Counties	701.369.4486	Pre-natal-3yrs

Staff Requirements

MSU CDP strives to provide high quality care to all enrolled families by employing staff who are educated in the area of early childhood.

The following are the education and continued education requirements for all staff:

- 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 as required for licensing. All staff are required to obtain and maintain CPR/First Aid/AED certification.

Enrollment

Parent Orientation/Calendar

Each family enrolled at MSU CDP is required to complete a yearly parent orientation. Parent orientation provides parents with important information in regards to 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 will indicate any days your site is closed. There is also contact information for each of MSU CDP sites. If there are any changes to the calendar, you will be informed via a note placed in your child's mailbox, posted on the sign-in clipboard, or on the site calendar. Watch your child's classroom newsletter and the Parent Link for updates as well.

Prior to enrollment, the following forms are required to be completed and returned to the appropriate staff. Children are not able to start until these are completed and turned in.

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

All records maintained by MSU CDP are confidential.

Billing Policy & Procedure

All invoices are sent out from the Mayville Office by the 5th business day of each month. All payments are due by the 20th of the month. Past due accounts will result in loss of child care effective the 1st of the following month, and the enrollment slot will be surrendered on the 10th if the account remains past due. If any of these dates fall on a weekend, enforcement will begin the following Monday.

Example: September's child care charges will be sent out by the 5th business day of October, and payment is due by October 20th. If payment is not made, childcare will be suspended on October 31st, and your child will not be allowed to come to the site on November 1st. If payment is not made by November 10th, your child's enrollment slot will be surrendered.

- Children need to be signed in & out (times & initials) upon entering and leaving the classroom by the parent/guardian, using the designated clock at each site. If the parent/guardian forgets to sign the child in or out, a staff member will do so and initial. A staff member has authorization to change a time if the parent recorded a time incorrectly.
- At the end of the month, all sign in sheets will be reviewed and times will be charged accordingly.
- All invoices will be processed and sent out from the Mayville site by the 5th business day of each month.
- All payments are due by the 20th of the month.
- Collections report will be ran on the 21st of the month.
- Any account that has a past due balance will receive a phone call, text message or letter stating that their care will be discontinued if payment is not received by the last day of the month.
- Once payment has been received, the child will be able to return to the classroom, however; their bill will not be pro-rated.
- If payment is not received by the 10th of the month, the child's child care enrollment slot will be surrendered.
- Once the enrollment slot has been surrendered, the collections process will begin. Collections is processed through Mayville State University's Business Office.
- **A WRITTEN notice** is required when removing a child from the program. This notice must be given to the ERSEA Coordinator or Site Coordinator two weeks prior to the child's last day of attendance. If a written two week notice is not given, the program will continue to bill until two weeks after the written notice is given even if the child is not in attendance.

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.
- 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 child care charges (\$5 per hour).
- CHEERS families must specify days/times of attendance
 - If you go over your scheduled hours or days/week, an adjustment will be made to your monthly bill to reflect this change.
- You are billed on a monthly basis regardless of vacations or sick days used. There are no "free" days.
- Registration Fees (\$25/child) – Registration fees are billed each program year or when a child enrolls, if later in the year. 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).

- \$30 for the first 10 minutes after closing time
- \$5 per minute after the first 10 minutes

Child Care Assistance Program (CCAP)

- CCAP provides assistance with child care 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.

Closing/Weather

When there is adverse weather and sites need to either be closed or require a late start, MSU CDP sites will follow school districts. For late starts, the indicated sites (*) will open ½ hour before the school district.

- *Mayville – follows the MPCG School District
- *Portland – follows the MPCG School District
- *Hillsboro Armory – follows Hillsboro School District
- HPK – follows Hillsboro School District
- *Grand Forks & SFB – follows Grand Forks Public School District
- Central Valley – Central Valley School District

Text message and email notification will also be used if opted in by the parent/guardian. They will also be posted on the MSU CDP Facebook page: **Mayville State University Child Development Programs**.

Parent Provided Supplies

- | | |
|---|--|
| <ul style="list-style-type: none"> • Infants (0-12months) <ul style="list-style-type: none"> • Two bottles (plus liners, if needed) • Extra clothing (two sets w/ socks) • Outdoor/season appropriate clothing • Blanket (lightweight for crib) – with permission | <ul style="list-style-type: none"> • Diapers & wipes (Child care only) • Pacifier - with written permission • Diaper ointment |
| <ul style="list-style-type: none"> • Toddlers (12 months to 3 years) <ul style="list-style-type: none"> • Extra clothing (two sets w/ socks) • Outdoor/season appropriate clothing • Blanket for naptime | <ul style="list-style-type: none"> • Diapers & wipes (Child care only) • Pacifier - with written permission • Diaper ointment |
| <ul style="list-style-type: none"> • Pre-K (3-5 years) <ul style="list-style-type: none"> • Extra clothing (two sets w/ socks) • Outdoor/season appropriate clothing | <ul style="list-style-type: none"> • Blanket for naptime • Backpack |

Center-Wide Policies/Procedures

Authorized Release/Emergency Contacts

CHILDREN WILL ONLY BE RELEASED TO PEOPLE LISTED ON THE CHILD INFORMATION SHEET!

- Anyone listed on the Child Information Form will be authorized to pick up your child from MSU CDP. If you need to add someone, you may do so at any time by speaking with someone in the office.
- Please ensure anyone coming to pick up your child for the first time brings 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, 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 attempt to remove the child from the center, law enforcement 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, they will be asked to contact someone else to come pick up their 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.
- When an authorized person appears to be incapacitated for any reason, 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.

One-Time Release of a Child

- If you have an emergency, birthday party, etc. and need to authorize a one-time pick up, please see the office or teacher to complete the One-Time Release of a Child form.
- The form can be completed via a phone call from the parent/guardian.
- This form allows pick up for only the specified day and time. The staff person present at time of pick up will check picture ID of authorized adult and sign off on the form. The form will then be placed in the child's permanent file.

Attendance

- Attendance is very important for all children enrolled at MSU CDP, as it provides each child with consistency and routine. Early Head Start and Head Start family's attendance is monitored weekly as our program has attendance regulations set forth by the federal government which we are required to abide by.
- If your child is sick or will not be attending, please call the appropriate site to inform the staff. If you forget to call, you can expect a phone call from MSU CDP staff to ensure that your child is safe.
- If, at any time, a family is facing barriers which hinder their attendance, please contact the ERSEA Coordinator, teacher or PFCE Coordinator/Manager, as we are here to provide any assistance possible to rectify the situation.
- If a child has been absent for two or more consecutive days (unexplained), PFCE staff will be notified on the 2nd day. For home-based families, PFCE staff will be notified if there has been three consecutive weeks of cancelations.
- PFCE staff will facilitate communication by phone and follow up with a text, email, or drop in visit to the family. If verbal contact is not made via phone call, the family will be instructed in the email, text or note on their door, to make contact with the program (teacher/home visitor/administrative staff) within 24 hours or 1 business day. This communication will highlight the importance of attendance along with the need to meet the 85% attendance regulation set for by Head Start. Support services will be offered if needed. When communication is initiated by PFCE staff, an Attendance Improvement Plan will be initiated and completed with parents. The Attendance Improvement Plan will include the reason for the plan, along with suggestions on how to improve attendance and support needed to help eliminate any barriers.

Sign In & Out

- Each classroom has a sign-in/sign-out sheet placed outside their classroom to monitor attendance.
- Children will be signed in and out using both the time and initials upon arrival by parents using the designated clock at each site. CHEERS staff will sign children in and parents will sign their child out at pick-up.
- We are not responsible for any child unless the child is brought directly to a staff member.
- Signing your child in and 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 and out sheets also serve as an official attendance record and must match our meal count sheets for USDA records.
- MSU CDP is no longer responsible for your child once you have signed him/her out for the day.
- All staff members have the right to sign your child in or change sign in/out times on all attendance sheets.

Field Trips

- Classroom may go on field trips. All field trips will be within walking distance of the site. Field trip notifications will be sent home for parents to sign and return. Children who DO NOT have signed permission slips will not be able to participate. Exceptions may apply for school district sites.

Car Seat/Pedestrian Safety

- The MSU CDP has certified car seat technicians on staff to assist families with installation and any questions in regards to car seats for children.
- Pedestrian safety is practiced in all classrooms by all teachers and at all times when outdoors.

Transportation

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

Photo Release

- The MSU CDP will not release any pictures, feature stories or news articles which involve enrolled children without the authorization of parents/guardians via the Child Authorization Form which is completed annually. This includes pictures displayed within the classroom or facility where the child is enrolled.

Birthday Treats/Outside Food

- 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. Each teacher is responsible for planning a small celebration within their classrooms.

Visitors

- MSU CDP encourages parents, family and friends to come and volunteer within our program.
- 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 or require FOBS to enter the building.

Emergency Procedures

MSU CDP has developed a crisis plan 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, 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 two times per year. Additional safety discussions are held in classrooms throughout the year.

Lockdown Procedures

In the event that an intruder enters our facility and poses a perceived threat to the safety and welfare of children and employees, lockdown procedures would be initiated. The procedure to put a site or classroom in lock down is as follows: **Three long beeps on the intercom**

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

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.

Evacuation Points (off site)

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. The evacuation points for each site are listed below:

- Mayville Site
 1. Mayville Lutheran Church
 2. Peter Boe Jr. Elementary School
- Hillsboro Armory
 1. St. Rose of Lima Catholic Church
 2. Hillsboro Elementary School

- HPK (Hillsboro Elementary School)
 1. Hillsboro High School
 2. Hillsboro Elementary Bus Barn
- Portland Site
 1. First Community Credit Union
 2. Cenex Farmer's Union Oil
- Grand Forks (GCM)
 1. Grand Forks Public Library
 2. Anne Carlsen Center
- Grand Forks (SFB/Community High School)
 1. UND Housing Office
 2. University Children's Learning Center
- Central Valley
 1. Our Lady of Perpetual Help Catholic Church – Reynolds
 2. MSU Child Development Program – Mayville

Nap/Rest Policy

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.

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.

Nap/rest time for all classrooms is between 12:30-2:30 and the times vary based on the ages of the children in each classroom.

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 actually 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.

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. 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. Taking children outside is considered a healthy practice in a quality child care program. With 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 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.

Hot Weather

Children will not go outside when the “real feel temperature” is 90°F or above according to weather.com. 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)
- Swimsuits or swim trunks

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.

Child Abuse/Neglect

- As required by North Dakota Century Code 50-25.1-03, all MSU CDP staff members are mandated reporters 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.

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 centers to the outside community and other parents.
- Please refrain from asking a staff person about the specifics or details of other children or situations in the center.
- Documentation of suspected abuse and/or neglect is kept in a confidential, locked file.
- No information regarding a child or family is released to an outside entity without the written consent of the parents/guardians.
- All children’s files are kept in a confidential, locked file.

Pets/Animals

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 brought in. 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 **and** the Health Manager/Coordinator prior to actually bringing the animal.

- NO turtles, snakes, or lizards will be allowed due to the threat of salmonella, a type of bacteria.

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 are on file. (ex: order for protection, termination of parental rights, etc.)

Education & Classrooms

Ages and Stages Questionnaire (ASQ-3)

- The ASQ-3 is a developmental screening tool, which is completed on each child by both the child's parents and their teacher within the first 45 days of the program year.

Curriculum: The Creative Curriculum / Teaching Strategies GOLD

- MSU CDP utilizes the Creative Curriculum for Infants, Toddlers and Twos in the Infant Toddler (0-3) Early Head Start Classrooms and the Creative Curriculum for Preschool in the Preschool / PreK (3-5) Head Start Classrooms.
- This curriculum 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 dimensions and is used for both a guide for lesson planning, routines and environments as well as a basis for collecting child development data, known as outcomes.
- Teaching Strategies GOLD is a curriculum component database in which teachers 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.

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 focused observations that are linked to these objectives to determine children's developmental level.
- These observations are documented in Teaching Strategies GOLD and utilized to complete checkpoints quarterly that show each child's developmental progress.
- This data is utilized to create report cards and family conference forms to review with parents at quarterly home visits and / or parent teacher conferences.
- This data is used by MSUCDP to determine the needs of the individual child, classroom, site and program and determine training and program needs for the teachers, staff and program development.

Active Supervision Procedure

All Mayville State University Child Development Programs (MSU CDP) staff will work together to ensure that children are actively supervised at all times within our care. The Active Supervision Plans are in place within each classroom to make sure that 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 will receive ongoing training on active supervision and how to create a classroom community throughout each program year. Each classroom will follow the "Active Supervision Guidelines," create and implement a "Classroom Schedule and Active Supervision Plan," and create and implement "Classroom Active Supervision Boards".

Active Supervision Guidelines:

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

1. Set up the environment
2. Scan and Count
3. Anticipate Children's Behavior
4. Position Staff
5. Listen
6. 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 that transition times are planned to ensure they are safe and have learning opportunities.

Classroom Active Supervision Boards

All MSUCDP classrooms will have:

- All teachers and children in each class will have a "body".
 - The "body" will consist of a picture of the staff/child with their name printed on it. It will be laminated and have a piece of Velcro on the back.
- Three child status boards for their classroom (these boards will be made using tag board or lateral file folders and Velcro):
 - "Home": this board will be used when children are at home. Example: at the end of the day each child will move their "body" to the home board as they leave for the day.
 - "School" or "In": this board will be used when children are present at school. Example: when children arrive at school they will move their "body" from the "home" board to the "school" board. The "outside" board should be created on a lateral file folder as it will accompany the teachers and class as they go on walks, to the playground, etc.
 - "Outside": this board will be used when children are on the playground or on a walk. The "outside" board should be created on a lateral file folder as it will accompany the teachers and class as they go on walks, to the playground, etc.
 - "Special Events": this board will be used if a child leaves the room for a meeting or service. Example: if the child is pulled out of the room for a hearing or vision screening or if the child is receiving therapy in a room outside of the classroom.
- The Classroom Active Supervision Boards will be used every day, by both staff and children to ensure all children are accounted for each day, promoting active supervision both in the classroom and out of the classroom
 - Children (with the help of parents) will be encouraged to move their "body" to the appropriate board upon arrival to school and at departure.
 - Teachers will use this board to establish and promote a sense of community within the classroom. Example: Teachers will reference the board when asking who is here today and who is not here today. This will help children to identify peers that are out for the day.

Additional Strategies:

- Each classroom will routinely complete a head count when they leave the room at any time, arrive at a location, and return to the classroom. Each classroom will also complete a head count at the door before going outside and after entering the building when playing outside.
- Teachers will ensure that all children are signed in on the sign in sheets accurately

When a teacher is relieved for the day by another teacher, substitute or staff member, they will relay the number of children in their care

Discipline Policy

- MSU CDP uses the Positive Behavior Support approach (PBS) and the Pyramid Model from Center on the Social and Emotional Foundations for Early Learning (CSEFL) to promote, prevent, and intervene in supporting emotional competence of all children in the program. Our infant and toddler classrooms use the Creative Curriculum for Infant and Toddlers, classroom checklists, a weekly lesson plan and individual daily sheets to help the caregivers provide a safe, warm and friendly environment that allows the children to explore. Our pre-school classrooms also use the Creative Curriculum, weekly lesson plans, and classroom arrangement checklists. TPOT and TPITOS Observation Tools for Preschool and Infant/Toddler Classrooms, ITERS, ECERS, and CLASS are also used to help prevent problematic behaviors.
- MSU CDP does 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, a “break” may be used. When using body breaks the child will be removed from the immediate situation when he/she is behaving inappropriately. This may be used on occasion to help a child see that it is helpful for him or her to get away from the stress. The child may just need time to gain control before re-entering the group.
- Breaks is not appropriate for any children under the age of two and 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.”
- Child must be supervised at all times.

Home Visits and Parent/Teacher Conference

- Home visits and Parent/Teacher conferences focus on enhancing the knowledge and understanding of the educational and developmental progress and activities of each child enrolled in MSU CDP. Home visits also provide for teacher/parent engagement and conversation.
- Early Head Start/Early Head Start-Child Care Partnership center-based families are required to complete two home visits per program year (one per season) and two P/T conferences per program year.
- Early Head Start home-based families are required to complete a weekly home visit.
- Child Care families should be offered home visits and P/T conferences. They can request to have home visits and P/T conferences as well.

Classrooms

Pre-K (ages 3-5)

- 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. Activities are planned using individual child development and interest & skill based plans. Parental input is vital to the child’s growth and development; your input is always welcome!

Infant/Toddler (6 wks-3yrs)

- 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 caregiving methods.

Disabilities

- If your child has a diagnosed disability, we will work with the local education agency 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 Manager about starting the referral process.

Mental Health Services

- Mental Health Services are available to families for information and/or guidance.
- The program's mental health consultants observe each classroom twice per year (home visits as needed)
- Referrals to the mental health consultants are made when necessary, only with parent's authorization.

ASQ: SE-2

- The Ages and Stages Questionnaire: Social/Emotional – 2 is completed by all parents 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 PFCE Manager will score the assessments, evaluate them and make any necessary referrals upon written consent of the parent/guardians.

Parents in the Program

Community Grievance Policy & Procedure

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.

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.

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 licenser:

- 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

Daily Sheets

- Each parent is required to complete a daily sheet for their infant (age 6 weeks – 1 year).
- The daily sheet is used by teachers to see when the child last ate, how their evening/night was, and when their diaper was last changed.
- Teachers will complete the daily sheet throughout the day and provide to parents at pick-up so they can see how their child's day was, when they last ate, if they napped, and when they were last changed.
- The daily sheet is also used for USDA/CACFP purposes.
- For children ages 1-5, a daily sheet will only be provided upon request from parent/guardian.

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 Parent Committee Meetings
- Parent Committee 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 from parent input at Parent Committee Meetings. Training opportunities are listed in the Parent Link, classroom newsletters, posted at sites and sent home with children's mail.
- Child care 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. 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 event that workers cannot be found to provide child care during a training, you will be asked to find your own child care. In this instance, Early Head Start and Head Start parents can be reimbursed for child care costs incurred, according to predefined rates.
- If low interest is shown for a scheduled training, MSU CDP reserves the right to cancel.
- If you know of a parent training you would like to attend, please contact your child's teacher so the program can assist you.

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.
- Information comes on many topics including: mental health, special needs, health & safety, discipline, dental, social services, nutrition, medical, parenting, death and grieving, self-help, financial issues/budgeting, pregnancy, fatherhood, potty-training, and general first aid.

Policy Council

- Policy Council is a group 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
- MSU CDP is required to have a Policy Council by federal regulation

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?

- Parent/Guardians of currently enrolled Early Head Start, Head Start, and Early Head Start Child Care Partnership children and members of the communities
- 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 one year term if their child completed the program term.
- Community members are encouraged to be a Policy Council representative. Community members may not make up more than 49% of membership. It is preferred that Community Members have specific knowledge that relate to the core component areas such as Education, Health and Family Services. Parents of previously enrolled children within the last five years are encouraged to become community members.
- Parents of children currently enrolled in each program option must be proportionately represented on the 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
Mayville	1	1	-
Portland	1	1	1
Central Valley	1	-	-
Hillsboro	1	1	-

HPK	1	-	-
Grand Forks-SFB	1	1	1
Grand Forks- GCM	1	1	1
Home-Based	-	1	-
Buxton Daycare	-	-	1
ABC Daycare -Minto	-	-	1
YMCA-South	-	-	1
YMCA-West	-	-	1

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

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 meetings will be scheduled at the time that works best for a majority of the Policy Council members to be determined by Policy Council.
- Meetings are scheduled monthly at the MSU CDP Main Site in Mayville. Policy Council members may join the meeting via phone or video conference if they cannot attend in person; the Policy Council member would be considered to be in attendance.
- Meetings will normally last 1-2 hours and members are asked to review information prior to the meeting.

Why should I Join?

- Childcare, supper and transportation reimbursement are provided to participating parents to eliminate any barriers to participation
- Provides parents with leadership opportunities
- An opportunity to be involved in your child’s education

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 to stay 10-15 minutes per day or even spend the entire day in the classroom
 - Read to the children
 - Help with art projects
 - Share your culture through song or craft
 - Help in the office or the kitchen

- Spend quality time with your child on educational activities at home
 - Homework activities
 - Activities listed on the Classroom Newsletter
 - Backpack Reading
 - Bring home items to help prepare bulletin boards, 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, art supplies, etc.
 - We do not take clothes unless requested
- Please talk with your child’s teacher and/or home visitor if you are looking for more ideas or have ideas to share!

In-kind Guidelines

- Make sure to always sign or initial where asked.
- All In-kind documentation needs to be in pen, not pencil.
- Make sure to fill in the date and time where asked. If left blank, it cannot be counted.
- Please turn in all in-kind sheets in a timely manner (at least monthly). If you are needing more sheets, please ask your teacher and/or home visitor.

Please use the Classroom Newsletters, Homework sheets, Contribution Record, Volunteer Sign-ins and Backpack Reading forms to record in-kind activities and hours you spend with your child.

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.
- Children are regularly allowed to borrow books for reading at home. Teachers and home visitors have a supply of books to choose from. Children may not check out more than one book at a time. Once their book has been returned, they will be able to pick out a new book.
- 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.
- If a book is lost or damaged, please inform your child’s teacher/home visitor.
- Reading at home counts as IN-KIND – just bring in your completed backpack reading sheet!

Family Partnership Agreement (HS/EHS/EHSCCP)

- The Early Head Start and Head Start programs at MSU CDP will provide a variety of services and opportunities for 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

Family Goal Setting/ Pre-existing Family Plan Consent (*HS/EHS/EHSCCP*)

- Opportunity for families to identify strengths and goals to work on throughout the year.
- If you are currently working with another agency on a goal, we can collaborate.

Program Annual Self-Assessment

Each year MSU Child Development Programs 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 of our programs.

In the spring of each year, MSU CDP asks the parents of all programs to complete the annual parent survey. This give 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 insures stakeholder input is valued and considered.

Health & Safety

Immunization Record/Policy

- Parent/guardian must have their children 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 Form

- 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 Manger/Coordinator 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 orders from a licensed physician to administer the specific medication, including over-the-counter products. All medications will be stored out of the reach of children in a locked container.

- All medication and over-the-counter products must be given to a staff member; it 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 the following reasons

1. An illness prevents the child from participating comfortably in activities as determined by the child's caregiver.
2. An illness results in a greater need for care than the caregiver or child care staff can provide; therefore, compromising the health and/or safety of the other children as determined by the caregiver.
3. 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.
4. The child has any of the following conditions:
 - a. Fever with behavior changes or other symptoms. Fever is defined as having a temperature of 101° F or higher, taken under the arm. Infants younger than 2 months old with any fever require urgent medical attention. The child can restart normal center hours after they have been **fever free** for 24 hours.
 - b. 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 are allowed to return to the center once stools have returned to normal for the child, except:
 - c. Salmonella – may return after 3 negative stool cultures.
 - d. Shigella – may return after 2 negative stool cultures.
 - e. E.coli – may return after 2 negative stool cultures.
 - f. Blood in stools, not explained by dietary change, medication, or hard stool.
 - g. 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)
 - h. Abdominal pain – persistent pain that lasts more than 2 hours. Intermittent pain associated with fever or other signs or symptoms.
 - i. 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.
 - j. Hand, Food, And Mouth Disease – Child may return when lesions are crusted over.
 - k. Body rash with fever or behavior change – child may return once a health care provider determines that these symptoms do not indicated an infectious disease.
 - l. 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.
 - m. Scabies – Child may return after treatment has been completed.
 - n. 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.
 - o. 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.
 - p. Strep Throat – Child may return 24 hours after first dose of antibiotic.
 - q. Chicken Pox – Child may return once all sores have dried and crusted, and the child no longer displays any other exclusion criteria.
 - r. Pertussis (Whooping Cough) – Child may return after 5 days of antibiotic treatment.
 - s. Mumps – Child may return 5 days after the onset of parotid gland swelling.

- t. 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.
- u. Measles – Child may return 4 days after the onset of the rash.
- v. Rubella – Child may return 7 days after the onset of the rash.
- w. 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.
- x. Purulent Conjunctivitis (Pink Eye) – Child can return after the initial treatment has started or as determined by a health care provider.
- y. 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 parents/guardians 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, child care employees will ensure the following:

1. Ill children are cared for and comforted by employees, while monitoring symptoms
2. Ill children will be separated from other children when possible
3. Symptoms of illness will be recorded on the “Ill Child Form”
4. The parent/guardian of the ill child will not notified to take the child home; or
5. If it appears that the child requires immediate medical attentions, the child will be taken to the hospital by ambulance and examined by a Doctor.

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 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

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:

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 stuffed toy. 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:

- 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 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. Staff will not be permitted to smoke on their breaks during work hours.

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. 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, substitute staff, and volunteers at the 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 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.

Health Screenings

Health Screenings are offered to all enrolled families. All health screenings will be completed within the **first 45 days** after enrollment. *Please talk to your child about these screenings in order to help prepare and familiarize them the procedures.* We don't 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 test 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 PluxoptiX S12C. This vision screener is evidence-based and 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 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 each year. Health staff will enter the child's measurements into ChildPlus and your child's BMI will be calculated.
- Health staff will send out BMI letters to update you on your child's weight. 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.

Incident/Behavior Reports

An 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, we need 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, parent/legal guardian and the appropriate component area staff.

Handwashing

Head Start 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.

Upon entering a classroom everyone (children, teachers, parents, and students) is required to wash their hands to help combat the spread of germs.

WIC Program

- The WIC Program is for pregnant women and breastfeeding woman, infants and children younger than 5 and is available in all counties within our service area. WIC offers healthy good for proper growth and development and help families choose healthier ways of eating.

USDA/CACFP

- MSU CDP participates in the USDA program which provides aid to child care 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.

Well Baby Check

- For Early Head Start/Early Head Start-CCP children under the age of one, the yellow physical form needs to be completed by a doctor at 2, 4, 6, 9, 12, 15 and 18 months 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 Head Start, Early Head Start and EHS/CC children are required to have a physical exam completed **within 90 days** of their 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. 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 the Head Start program or bring it back to your child's teacher or Health Manager/Coordinator.

Dental Exam

- All Early Head Start/Head Start/EHS/CCP children must have a dental exam completed (upon eruption of their first tooth) **within 90 days** of their child's enrollment date into the program. Again, parents must call their dental provider to schedule the exam. 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.
- A dental exam is required at the age of 1 or after the first tooth as erupted. This could be as early as 6 months, please see your designated health staff for any questions or concerns

Lead & Hemoglobin

- Lead level screening is due at 12 and 24 months and Hemoglobin level is due at 24 months for all Early Head Start/Head Start/EHS/CCP children
- If a Head Start, Early Head Start or EHS/CCP 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 in order 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:

1. Staff will not be involved in any activity other than directly supervising the children during water activities.
2. Staff will maintain certification in pediatric First Aid and CPR.
3. Any container holding water for water play will be sanitized before being filled and after being emptied with Bleach Solution #2.

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 with the exception of the water table.

Prekindergarten 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:

1. Staff to child ratios must be maintained at all times. 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

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

Children with diarrhea or open sores will not be allowed to participate in swimming, water hoses, sprinklers, or similar activities.