



Parent Handbook

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Welcome to Summit Early Learning Center!

Our Summit staff is committed to providing quality services and support to children and their families. Our goal is to work with you and your child/children to help promote a healthy, safe and fun environment.

We will help develop your child's social, physical, emotional and cognitive development skills through the interaction of our staff members, along with the curriculum that is followed daily to facilitate and enhance your child's learning.

Children learn through interaction with their parents, family members, other adults and the larger environment in which they live. The success of this program depends on us, as adults working together to enhance each child's growth and development. **It takes a village to raise a child!**

In this booklet, you will find our policies. We ask that you read and familiarize yourself with these policies. If there is anything that you do not understand or have a question about, please feel free to ask a staff member or myself.

The contents of this booklet must be adhered to and followed by all parents and staff, as these are rules set by the state of Minnesota Human Service Department.

Summit Early Learning Center has a complete written program plan that is available for your review at any time.

Jacqueline Bailey
Executive Director

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Mission Statement

Summit Early Learning Center's goal is to provide an environment that encourages children to develop their capabilities at their own pace and based on their individual needs and interests.

Vision Statement

We encourage our children to develop a sense of responsibility for one's own actions in self-help, health, safety and interpersonal areas and to exercise appropriate independence.

We encourage and promote the need for educational and developmental growth of children from the ages of six (6) weeks to eleven (11) years of age and we encourage children to reach, not only their goals and dreams, but to **reach for the stars!**

We are committed to giving children the stimulation they need by providing creativity, offered in frequent experiences in music, art, dance, karate, dramatic play, literature and oral skills, as well as enhance the basic skills such as reading and math.

We believe that all children have the right to be treated with dignity and respect. At Summit, every effort will be made to be sensitive and responsive to the needs and interest of each child. The teacher's task is to observe carefully and work with parents and staff to provide the means so that those needs can be met.

Our program is committed to our children, our families and our community – our mission is to make sure children know that they are not just good, but they are g-r-e-a-t!!

Summit Early Childhood Learning Center offers a culturally sensitive early Childhood Educational Program for all children, regardless of race, color, religion or special needs.

We have included the State of Minnesota Department of Human Services Licensing for Child Care Center Statutes for your information. Please read and review the State Requirements for our center. Thank you.

Admission Policies – Department of Human Services Rule 9502.0405

Pre-Admission

Before you can enroll your child in Summit Early Learning Center, a short pre-admission conference will be scheduled with the director and the classroom teacher. This meeting will give you and your child the opportunity to get acquainted with the center, will give us an opportunity to get to know you better, and will allow time to go over your enrollment packet and review procedures and policies. This conference can be done at your convenience. The Director or Assistant Director will set this conference up for you.

Admissions –State Licensing Rule Subp.3 & Subp.4

Summit Early Learning Center, is a state licensed center, and is required to maintain a file on all registered children. Parents have the responsibility to return the following completed forms – failure to complete them will delay your starting childcare at our center. ****All shot records and health care summaries must be on file before child can start childcare.**

Enrollment Packet includes:

- Program and Enrollment contracts
- Emergency Information Form – **this information must be updated as changed**
- Health Care Summary
- Immunization Records (current) – **Required***
- Behavior Guidance Form (none for infants/toddlers)
- Parental Agreement Form
- Tuition Agreement
- Parent Release Form
- Health History Form
- Parent Participation Commitment

* We require all children enrolled in our center to be vaccinated. We do not enroll unvaccinated children in our center.

Center Fees

2018 Center Fees	Hourly	Full Day	Weekly
Infant	\$12.00	\$103.00	\$321.60
Toddlers	\$10.80	\$76.98	\$270.00
Preschool	\$ 9.60	\$69.41	\$241.20
School Age*	\$ 9.00	\$64.49	\$223.37

* We require a minimum of three hours per day for hourly school age students

Financial/Co-Payment Policies – State Licensing Subp.4 (8)

Child Care Assistance Program Policies

- Copayments are the family portion of the tuition fee payable to SELC per the Child Care Assistance Program (CCAP). Copayments are billed every two weeks, due on the first day of each two-week cycle.
- As indicated in your state CCAP childcare plan, you must keep these payments up to date. If you do not make your copayment when due, we must inform the county. They may notify you and close your case for non-payment.
- If you fall behind and make arrangements with us to make payments, you must keep these arrangements. If you fail to do so we will not make future arrangements with you and will notify the county that you are out of compliance.
- If you are a CCAP subsidy client – you are responsible for payment if you fail to renew or are disqualified from the program and continue to use childcare.

Private Pay Policies

Payment for private pay clients must be made by Monday of each week before your child attends. We will accept cash and money orders. We do not accept checks. A receipt will be given each time you make a payment; please keep these for your records.

Late Payments:

Fees must be paid promptly. If your payment is not received every two weeks, we will discontinue your childcare immediately. If you are a county paid client, we will contact your worker who will discontinue it for non-payment.

Checks:

We do not accept checks. You may make payments with cash or a money order.

Financial Responsibility:

All parents are responsible for the payment of childcare. If you are receiving CCAP or any other subsidy, it is your responsibility to renew your subsidy every one year and make sure all paperwork is handed in to the county. We will not accept any children after the date the county informs us they are ineligible. Parents are responsible for payment of their parent fees that are mandated by CCAP. However, when the date is up and you are no longer authorized, you must either have your worker contacts us or pay for your own childcare until it is renewed. In the event that you are not able to do so, we will not be able to allow your child to return until your childcare is renewed. We are open 52 weeks of the year and closed for all major holidays and three training days in August – we expect payment for 52 weeks of the year which includes all holidays and days absent- **there will be no exceptions! Failure to pay will result in termination from our program.**

Licensing & Insurance; Section 9503.0040

Summit childcare program is licensed by the Minnesota Department of Human Services Division of Licensing – 651-296-3971, to serve 124 children:

- **16 Infants (6 weeks – 16 months)**
staff ratio 1-4
- **23 Toddlers (16 months – 33 months)**
staff ratio 1-7
- **22 Preschoolers (33 months – 5 years)**
staff ratio 1-10
- **23 Pre-K (4.5 – 5 years)**
staff ratio 1-10
- **40 School agers (before and after school) (5 years – 12 years)**
staff ratio 1-15

*Variances will be used for children at various stages.

Summit Early Learning Center carries liability insurance coverage on interior building, auto, physical damage and liability.

Days & Hours of Operation:

Summit Early Learning Center is open five days a week, 52 weeks of the year – Monday through Friday except for official holidays or emergencies. Our hours of operation are: 6:30 am to midnight*. Parents of all enrolled children are encouraged to visit our center at any time during our hours of operation.

* Late hours available as staffing and need allow.

Calendar

The center will be closed during the following legal holidays:

- New Year's Eve (1/2 day)
- New Year's Day
- Rev. Dr. Martin Luther King, Jr. Day
- President's Day (Third Monday in February)
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day/Day after
- Christmas Eve Day & Christmas Day

We will post notices prior to these days as a reminder.

We also close for two days in August for staff training. This typically occurs during the second week of August.

Weather Closings:

We periodically close due to bad weather. When deciding to do so, we follow the Minneapolis Public School (MPS) closings. Please check with MPS for closing information or call us at 612-377-9011.

Other unusual circumstances under which we will close: power outages, flooding, acts of war.

Supervision of Children: Section:9503.0045

Assigned room staff shall supervise children at all times while at SELC. All children will be supervised while: using the rest room, inside and outside in play area, and on field trips.

Childcare Program Operation; Section 9503.0045

Basic program goals have been developed to promote the emotional, social, intellectual and physical development of each and every child enrolled at SELC. (See program goals below.)

Program Goals

The program goals have been developed based on the philosophy that each child is a unique individual with a variety of interests, needs and abilities. Through daily activities, each child will learn of her/his self-worth, while also learning the importance of others and respecting their rights.

1. To provide a nurturing, flexible, and calm atmosphere where self-concept is enhanced, independence is encouraged, and expectations are made clear.
2. To provide an atmosphere where the foundation of respect for others is established, along with respect for the equipment and materials
 - (a) To foster security with adults who are not members of the family
 - (b) To encourage each child to put things away when done using them
3. To develop an active curiosity about the world and to encourage enthusiasm for learning in a safe environment
4. To promote emotional growth
 - (a) Build self-esteem and sense of self-worth by allowing choices within limits, emphasizing self-motivation and discipline
 - (b) To provide appropriate alternatives to angry and aggressive behaviors to help strengthen inner emotional controls
5. To promote social growth
 - (a) To provide a warm, accepting environment to work and play in that instills a sense of caring towards others
 - (b) To develop recognition of group needs versus individual differences and help each child learn how to participate in a group
6. To promote intellectual growth
 - (a) To provide an atmosphere where children discover and explore through a play-based curriculum which fosters independence through finding solutions to everyday life experiences.
7. To help strengthen fine-motor and large-motor skills by participating in age and developmentally appropriate activities, both indoors and out.
8. To develop staff potential through proper training and education that will enhance the scope of our center and guarantee growth potential for all staff members.

Our program provides interest centers for children in attendance. These interest centers are maintained and supervised by our staff. These centers include:

Creative Arts & Crafts

Construction

Dramatic or Practical Life Activities

Science

Music

Fine Motor Activities

Large Muscle Activities

Sensory Stimulation Activities

Outdoor Activities

*See Appendix B for daily schedules.

Program Curriculum

We use “Creative Curriculum” for our children, as well Hooked on Phonics curriculum, Science Technology Engineering and Math (STEM), and the Babies Can Read program. All have a high success rate and are interesting and fun. Along with this, we combine circle time, literacy, music, finger play, math, science, health, creative art activities, crafts, games, large muscle activities and computer lab. We encourage you to visit your child’s classroom on a regular basis and to ask questions concerning our curriculum. (Please ask your child’s teacher to review with you).

Our Pre-K classroom (prepare for Kindergarten) is a Kindergarten-readiness program. It has been designed to teach children, as well as show them that early childhood should be a time of fun, warmth, security, exploration and discovery. Children are creative and receptive and our program strives to nurture and encourage these qualities in its students. Our program’s purpose is to provide an atmosphere that encourages social, emotional, physical and intellectual growth and development of the child as a whole. Our Pre-K graduation celebration is in June each year.

Each child’s physical, intellectual, social and emotional progress is documented in their records and reported to the parent(s) during conferences which occur twice a year, in March and in October. However, you can meet with your child’s teacher at any time to discuss your child’s progress or any concerns that you may have.

SELC offers weekly dance movement with Diane Elliot – Hollywood Studio of Dance, and Karate classes with Master Keith Griffin – Griffin Martial Arts Studio. We have music classes, arts, including pottery, food preparation classes and science and nature activities as well. We invite the puppet show lady, MerlaJean, a few times each year, and we do a variety of community-based field trips.

Every child is expected to play outside when weather permits. Please see that your child has clothing to match the season, program, and that she/he is well enough to play outside. Unless there is a severe medical condition, (doctor’s note must be on file) your child will be taken outdoors when the weather permits. (Sunscreen will be applied with your permission during the summer months).

Parent Conferences

Parent conferences are scheduled twice a year (once in the fall - once in the spring). Parents will be notified two-weeks in advance of conference times. It is mandatory that all parents have a conference with their child’s teacher.

A copy of the parent/teacher conference is placed in each child’s folder.

Classroom Advancement

When your child is ready to move into the next age-appropriate classroom, we will schedule a conference for you with the classroom teacher. At that time, we will also have you complete an updated healthcare summary and immunization form.

Continuing Education/Staff Training

We are in compliance with the rule 3 regulated by the State of Minnesota Human Services Department (651-296-3971). We follow all guidelines set forth by the state and all required staff members, including the director, have continuous training throughout the year. This includes CPR and First Aid, as well as child development classes in all age groups and continuing education units (CEUs). We encourage all our staff to continue their education.

Summit is a Mandated Reporter: Section 9503.0130

State law mandates all staff members at summit to report all abuse and neglect cases to the proper authority within 24-hours. Summit early learning center follows reporting guidelines set by state of Minnesota. A copy of mandated reporting requirements is included; see Appendix C.

Arrival and Departure

Drop-off

You, or another authorized adult, need to *accompany your child(ren)* into the building each day. Sign your child in at the kiosk in the lobby using the app on your phone or the key-tag. After signing your child(ren) in, take them to their classroom.

Staff will be responsible for signing in children who ride the SELC van or a school bus.

*** Please make sure we have **current emergency contact information** for you before leaving your child(ren). If you move or get a new phone number, please let us know these changes immediately. We must be able to contact you if your child becomes sick or gets injured while in our care.

Pick-up

You need to sign your child(ren) out as you leave the building. Use the app on your phone or the key-tag at the kiosk in the lobby to do so. If you are unable to pick up your child(ren), please call and let us know who will be getting them.

If this person is not on your approved pick-up list, we require you to inform TWO staff members who is picking up; we will ask them to provide photo I.D. If there is someone other than you who will be picking your child(ren) up on a regular basis (i.e. Grandparent), we can provide them with a key-tag for the kiosk.

Emergency Pick-up

In the event of an emergency *on your part*, every effort should be made to make arrangements for your child(ren) to be picked up before we close. You must inform us if you have an emergency as soon as possible: 612-377-9011.

In case of an emergency *here at the center*, (fire, power outage, severe weather closing) we will attempt to reach you or one of the emergency contact people on file. If we are unable to reach you or one of your alternatives, we will contact the Minneapolis Police Department (MPD). MPD will pick-up the child(ren) and transport them to a crisis nursery until you can be located. **WE WILL MAKE EVERY EFFORT TO LOCATE YOU OR YOUR ALTERNATIVE CONTACTS BEFORE DOING THIS.**

***If your child has not picked up within one hour after the center closes, we will contact MPD. They will pick-up your child and transport them to a crisis nursery until you can be located. To help avoid this, please make sure we have current and updated contact information for you, as well as for your emergency contacts.

Unauthorized Pick-up People

If there is anyone who is not authorized to pick-up your child(ren), you must inform us. We will keep this information on file.

Incapacitated Pick-up People

If a person that comes to pick-up your child(ren) appears to be incapacitated or is abusive, he or she will be asked to leave the building and you will be notified immediately. If he/she refuses to leave the building, the MPD will be called, and you will be notified. That person will be banned from the building permanently.

If a parent comes to pick-up their child(ren) and appears to be incapacitated or is abusive while at the center, he or she will be separated from the child(ren); Child Protective Services and MPD will be notified immediately.

Late Arrivals:

All children must arrive at the center **no later than 10:00 a.m.** each morning. By 10:00am, teachers may have begun lessons for the morning, and it is disruptive when multiple students arrive late. Or, when the weather permits, teachers are free to take the students to walk around the lake or to play at a nearby playground. We do not want children dropped off after the cut-off time if their class is out of the building. We will not accept late children unless you have called and let us know; it is at each teacher's discretion to accept a child into their classroom for any other reason. **If you have car trouble, bus trouble, etc. and are going to be late dropping off your child, please call 612-377-9011 and let us know.**

PLEASE NOTE: We do not serve breakfast after 9:00am. Please make sure your child has eaten before they arrive if you bring them after this time.

Late Pick-up

We close at 6:00 pm. However, every parent has a scheduled pickup time and must be here at that time. There will be a late fee charged for late pickups: **\$5 every 5 minutes late**, payable when you pick up your child. If you will be late picking up your child - you must call us as soon as possible: 612-377-9011.

*****Failure to notify us of late arrival or late pickup can result in termination from our program.**

Absences

Parents are expected to call the center if their child(ren) will not be attending class due to illness or vacation. This information is necessary to help us plan our meal count and activities.

For families who use CCAP, we are required to notify your case worker if your child is absent from our program for more than seven days. After seven days of absence, your case worker may drop your child(ren) from the assistance program. If you are dropped from CCAP for non-attendance, county assistance will pay this center through ten days to allow for proper notice. This may affect your ability to immediately start care somewhere else. For private pay families, we may drop your child(ren) from the program after three (3) days of unexcused absence. * Per our finance policies, we require payment for days absent.

If your child is absent due to illness with a fever, he or she may not return to the center until they have been fever-free for 24 hours.

PLEASE NOTE: If a child is absent due to **ILLNESS** for more than **THREE (3) days**, a note from his or her Doctor must accompany the child **BEFORE** they can return to the program.

Animals or Pets at the Center (Minnesota Rules, part 9503.0090, subpart 1.)

The Executive Director owns a dog that periodically spends time at the center. As required by law, the pet has current vaccinations and is licensed. If your child has allergies or reactions to some animals, we need to be informed.

Authorizations for Field Trips, Etc.

Written parental permission will be obtained from each child's parent/guardian before taking a child on a field trip. (General permission for neighborhood walks and on-site picnics are included in the application and are kept on file.) Parents will be informed of the hours, mode of transportation, and the purpose and destination of the trip. Staff will take emergency cards, a first aid kit and manual, and attendance records on all field trips.

Children will be transported according to MN DHS statutes and MN Human Services Licensing requirements. Staff will have means to identify the children and attendance will be taken frequently.

Parents are welcome to attend any of our field trips or local outings.

Dress Code

Children are encouraged to wear play clothes and tennis shoes in the center. Daily activities include active and messy play and children should feel comfortable enough to enjoy themselves without worrying about their clothes.

Please label your child's clothing, especially in the winter (i.e. coats), or in the summer (swimsuit/towel). If we have to label them, we use permanent marker. Make sure your child has warm winter clothing, including gloves, hats, and boots whenever it is cold outside!

Meals & Snacks

Our Program Serves:

Breakfast: 8:00 am – 9:00 am (School-Agers will eat before bus)

Lunch 11:00

Snack 2:30 pm – 3:30 pm

After school snack is at 2:30-4:00 pm

* **Milk is served w/all meals**

There are no meals served after these time – **if you run late, it is your responsibility to feed your child before bringing them into the center.**

Children are encouraged to feed themselves and eat as much as they want. We encourage children to try new foods. Meals are served family style, creating additional opportunities for the children's social skills and language development. Teachers sit and eat with children.

We will supply all infant formulas and infant food, including strained and toddler portions. Parents are asked to refrain from bringing in any foods as we will not be able to serve them due to health and sanitation regulations.

If a child has any food allergies, the program must be notified in writing including the symptoms resulting from the allergy and the remedies and precautions to be taken.

If a special diet is prescribed for your child, for instance, "no milk or dairy products," we must receive a written statement from your doctor stating health concerns. We will then make the necessary arrangements to accommodate that child. A "no pork" diet does not need a doctor's statement.

Meals & Snacks continued

Please do not send snack foods and/or candies to the center. We will take it from the child and give it back when you pick them up that evening. If you want to celebrate any special occasions with your child's classroom, only commercially prepared and commercially wrapped food can be brought into the center. Any foods not brought in this way will not be served and sent back home.

Naps/Rest Period Section:9503.0050

All children in our program (with the exception of school age children) participate in a time of rest or sleeping in the early afternoon hours. Each child will have a cot and will be expected to remain quietly on that cot during the rest period. Restful and gentle music may be played and a staff member will give gentle backrubs if needed. We encourage each child to rest no more than 30 minutes, if they are unable to rest, we will find a quiet activity for them to do. Infants will not remain in crib awake for more than 30 minutes.

Please send your child a blanket or sheet with her/his name on it. We wash all blankets weekly. Dress your infant warmly as we do not place any blankets on infants in cribs.

Privacy

The only persons permitted to see your child's records or any information pertaining to your child will be the parent/legal guardian, childcare employees and the state licensing examiner.

Information will not be given to others without parent/legal guardian's written consent. It is the policy of this program not to disclose the names of children who may have caused injuries to another child while in the program.

We will not verify your child's enrollment in the program to any one via telephone and without your consent, except to Hennepin County Financial, Public Schools where your child attends, authorized employees of the licensing agency, parent or legal guardian.

Personal Belongings

Toys and items of value should remain at home. We will not assume any responsibility for items brought to our program that become broken, stolen, misplaced or taken. All your child's belongings should be labeled and stored in their cubbies.

Infant/Toddler Items

All infants and toddlers will need the following items (these items must be left at the center and must be labeled).

- Two changes of clothes (which will be sent home when soiled)
- Diaper rash medication and/or Vaseline labeled
- Diapers for toddlers (we do not provide diapers for toddlers)
- Teething medication and consent to use

Summit will provide all diapers for infants only. However, if you prefer a brand that is different than what we use – you will have to provide them. We do not use cloth diapers, only disposable. Please label your child's items with first and last name; if you fail to do so, we will label them to keep track of items. Clothing that is soiled by feces or urine are **immediately** placed into a plastic bag (without rinsing or unavoidable handling) and sent home that day for laundering.

Preschoolers & Pre-K

All preschoolers will need one change of clothes brought to the center on their first day – please label all clothes; if you fail to do so, we will label them so we can keep track of them. When clothes are soiled or dirtied, we will send them home – please send another set of clothes back. **Summit is not responsible for any lost or stolen clothing.**

School Age Children

School-Age Children should have a change of clothes available in their backpacks in case of an accident (rain, mud, swimming).

Childcare for Children w/Special Needs: (Section 9503.0065)

It is a goal of SELC to work with families to accommodate the special needs of their children when we can. When we admit a child with special needs, we require that a written Individualized Care Plan be completed that includes any behavioral or educational issues, as well as the recommended treatment plans and modifications. We will coordinate our care plan with reports from a licensed physician and any IEP or ILP already in place for the child. We will review these plans annually to ensure we are continuing to best meet the needs of the child.

It sometimes happens that, after enrollment and after our teachers have had spent time with students, the staff member believes the child may have a special need that requires individualized accommodations. Should that happen, the teacher and the director will inform the parent and recommend behavioral or educational testing. We are required by the State of Minnesota to do so, and if this testing is not completed, we must inform the appropriate county authorities who will then follow up with the family.

It is extremely important that parents be honest with our staff when trying to meet the needs of your child. It is our hope that we will build a trusting relationship and good rapport with our students and their families, giving parents and guardians the confidence to have necessary information released to us upon request so we may better meet the needs of the children in our care. We will also encourage you to use outside agencies if other assistance is needed. We have service contracts with several agencies. All information will be kept confidential and shared with only the individuals who work with your child.

Parent Involvement/Communication: Section 9503.0045

Parents will be informed regularly of the program's plans. We will post all information on the parent bulletin board. Please take the time to review it. We will also send information home with your child. Please take time to read it.

Parents of infants and toddlers will receive a daily report form for their review- this will include food intake, elimination, sleeping patterns and general behavior.

Every effort will be made to contact the parents weekly regarding their child in the form of daily reports. Please take time to read and ask questions or if you have concerns. Please feel free to contact your child's teacher as often as you like.

Parents are encouraged to visit the center and volunteer for field trips, reading groups, meals or riding with the van service at least twice a year. You are always welcome to come and have lunch with your child. We encourage you to come by to speak to your child's teacher as often as possible.

According to Minnesota law (see Appendix D) employers must allow parents a leave of up to 16 hours during any 12-month period to attend school conferences or school-related activities, though it is *not* required to be paid leave. This provision includes the ability to observe and monitor the services and program at our center. We encourage parents to make use of this option by spending an hour each month in their children’s classrooms to observe our programming as well as how your children engage in class. Doing so demonstrates the importance you place on the value of education.

PLEASE NOTE: If a child struggles with regulating their emotions and behaviors in class, we will REQUIRE his or her parent(s) to make use of this provision. We will insist that one or both parents spend at least an hour each month – or more frequently for a shorter period of time if agreed upon – as we work on helping the child develop the skills necessary for effective learning.

- If a parent fails to attend the agreed upon or scheduled observation twice, the child will be suspended for one day.
- We reserve the right to terminate care after a second series of missed observations/suspensions.
- If we determine a child’s behavior is too aggressive, we will terminate care immediately.

Out-of-control behavior is extremely disruptive to the class schedule and is unsettling to the other students. We will do our best to accommodate parents who are engaged with our efforts to help their children be successful in our classrooms and to prepare them for their academic future. We cannot make accommodations for children whose parents are unable or unwilling to participate in this process.

Parents of preschool and school age children should work together with classroom teachers to solve problems that children are experiencing.

Behavior Guidance Policies *Please note: This is an overview of our guidelines. See Appendix F for the complete guide.

SELC behavior guidance policies must be read and understood parents and guardians. We will adhere to them as written – we hope that you will read and ask questions regarding these policies. Our policies are specific to each age group; however, we do have some behaviors that will not be tolerated.

It is very important that you read and discuss these policies with your preschool, pre-k and school age children enrolled at Summit. Our behavior guidance policies for school age children are very much like the Minneapolis Public School Policies. We have behaviors that cannot be tolerated and can lead to termination from our program. **We will terminate care after 3 behavior incidents within 30 days, or when the safety of the student, classmates, and/or staff is at risk.**

WE RESERVE THE RIGHT TO TERMINATE CARE AFTER 3 BEHAVIOR INCIDENTS WITHING 30 DAYS, OR WHEN THE SAFETY OF THE STUDENT, CLASSMATES, AND/OR STAFF IS AT RISK.

PLEASE NOTE: *If a child is suspended from his/her elementary school due to behavior or discipline issues, we also will not care for the child during the suspension period.*

Please see Appendix A to review behavior guidelines. We will have you sign a copy to keep in your child’s file.

Positive Supports Rule

The Positive Supports Rule (PSR – Minnesota Rules, chapter 9544) requires all DHS license holders to use person-centered principles and positive support strategies when providing services for individuals, including children, with developmental disabilities or related conditions.

Separation from the Group

No child may be separated from the group unless the following has occurred:

1. Less intrusive methods of guiding the child's behavior have been tried and were ineffective.
2. The child's behavior threatens the well-being of the child or other children in the program.

A child who requires separation from the group will:

1. Remain within an enclosed part of the classroom where the child can be continuously seen and heard by a program staff person;
2. The child's return to the group will be contingent on the child stopping or bringing under control the behavior that precipitated the separation; and
3. The child will be returned to the group as soon as the behavior that precipitated the separation abates or stops.

Children between the ages of 6 weeks and 16 months will NOT be separated from the group as a means of behavior guidance.

Separation Report

All separations from the group will be noted on a daily log that includes the following:

The child's name, the staff person's name, time, day, date, information indicating what less-intrusive methods were used to guide the child's behavior, and how the child's behavior continued to threaten the well-being of the child or other children in our care.

If a child is separated from the group three or more times in one day, the child's parent will be notified and the parent notification will be indicated on the daily log. If a child is separated five times or more in one week, or eight times or more in two weeks, we will follow the **Persistent Unacceptable Behavior** guidelines as listed below:

1. We will inform parents/guardians in writing what behaviors have been observed and what the staff has done to try to modify the behavior.
2. If the inappropriate behavior continues, the Center Director and teacher will meet with parents/guardians to develop a written action plan to correct the behavior. We will seek their input and agree on steps to attempt to modify the behavior. We may suggest involving outside resources to assist with the situation.
3. If the inappropriate behavior persists, the child will need to take a day or two of behavioral leave of absence on the next schedule day/s of care. (Standard attendance rates apply during behavioral leaves).
4. After returning to group care, if the child continues to act inappropriately, we may disenroll the child. We reserve the right to use these progressive guidance techniques at our discretion. It is our goal to work together for a positive outcome of behavior change. Circumstances may arise when we may immediately disenroll a child if his or her behavior creates a health or safety risk to themselves, other children, or the staff.

Grievances (Section 245A.04, Subdivision 1(d))

Good communication between parents and the child care provider is an essential part of every successful child care arrangement. Parents/Guardians and SELC staff should feel free to share concerns and ask questions. We welcome your questions and feedback so that we can work together to assure a happy, safe, and nurturing environment for your child.

If you have a concern about your child's experience in the classroom, or with our program, we encourage you to speak with the classroom teacher. If he or she does not address the issue to your satisfaction, you may speak to the director. If you have a problem with any staff member, you may contact the director to help solve the problem. It is our goal to address all parent grievances satisfactorily within five (5) business days. All information will be kept confidential between the parent, director, and related SELC staff.

Accidents, Medications and Emergencies

All accidents, injuries, and emergencies that occur to children, staff or visitors at the center are recorded in accident log on an accident report form. The center director should ensure that employees or visitors have a medical exam immediately after injuries.

The accident report form or log is kept in the front office. These reports will be reviewed annually by certified staff or teacher and modifications will occur based on the documented analysis.

Accident, Injury, Illness, and Emergency Reporting Requirements

Our center is required by law to report certain accidents, injuries, and emergencies. Please see Appendix E for these requirements.

Mandated Reporting

State law mandates all staff members at summit to report all abuse and neglect cases to the proper authority within 24-hours. Summit early learning center follows reporting guidelines set by state of Minnesota. A copy of mandated reporting requirements is included; see Appendix C.

Accidents

Summit Early Learning Program is to be operated in a manner that minimizes accidents and injuries to children and staff. If an accident or injury occurs, staff will act immediately to administer emergency procedures. If it appears that an accident may lead to future complications or is serious, and the child needs to be medically examined. The following procedures are required:

- Staff member will carry out immediate first aid
- The director will contact parents
- If parents or alternative cannot be reached, director will have the authority to call a previously designated physician and/or call 911 for treatment. Child will be transported to Hennepin County Medical Center Emergency Department in Minneapolis, via ambulance if necessary. A staff member will accompany child to hospital and stay until a parent arrives. In some cases (lack or shortness of breath) staff member will administer CPR and check vital signs before calling parents.

An accident/injury report form will be filled out for all accidents or injuries to a child, no matter how small. Please be sure to read them. A signed copy will be kept on file for our records.

Accidents While Transporting Children

When transporting children to and from school or on field trips, all children will be in car seats and/or wearing a seatbelt as required by Minnesota State Law. This is not the case, however, on a school bus which does not have seatbelts. We do request busses with seatbelts when they are available. Infants will be placed in car seats whenever they are in a vehicle. Driver and adult aids wear seatbelts at all times. Staff will carry a first aid kit at all times when transporting children for fieldtrips; this kit includes a first aid manual and supplies, money for making calls, and emergency contact information for each child.

If involved in an accident, we will:

- Call the police immediately, even if no one is injured
- Call and inform program director regarding the accident and the number of children on board
- Stay with children until program makes arrangements for new transportation if necessary
- Parents/guardians will be notified as soon as possible

If driver or children are injured, we will:

- Call police and emergency response (911) immediately
- Children will be transported to Hennepin County Medical Center Emergency Department in Minneapolis – either by Summit van if non-life-threatening injuries, or by ambulance.
- Call and inform program director who will meet children and staff at HCMC
- Notify parents as soon as possible
- Designate one staff member to stay at the center to monitor the telephone

All children who ride the SELC van must have an updated emergency card on the van that includes the following:

- Name, address, and telephone number of person who is responsible
- Parent/Guardian work number and mobile number
- Child's medical information and medical number
- At least two additional emergency contacts authorized to make medical decisions for the child
- Failure to provide this information can result in loss of SELC transportation until it is provided

Exclusion of Ill Children

According to MN Rule 3 9503.0080 Exclusion of Sick Children Guidelines, children should be kept home if they have ANY of the following symptoms or illnesses:

- Any child with a **reportable illness or condition** as specified by the health department that is contagious and a physical determines has not had sufficient treatment to reduce the health risk to others.
- **Chicken Pox** until the child is no longer infectious or until the lesions are crusted over.
- **Vomiting** – 2 or more times since admission that day.
- **Diarrhea** – 3 or more abnormally loose stools since admission that day or loose stools that cannot be contained within a diaper.
- Contagious **conjunctivitis** (pink eye) or pus draining from the eye.
- **Bacterial infection** such as **strep throat** or **impetigo** and has not completed 24 hours of antimicrobial therapy.
- **Unexplained lethargy.**
- **Lice, ringworm, or scabies** that is untreated and contagious to others.
- **Fever** 100-degree Fahrenheit axillary or higher temperature of undiagnosed origin before fever reducing medication is given.
- **Undiagnosed rash** or a rash attributable to a contagious illness or condition.
- Significant **respiratory distress**; fast, difficult, or different breathing, uncontrolled coughing, and/or wheezing.
- **Not able to participate** in child care program activities with reasonable comfort.
- **Requires more care** than the program staff can provide without compromising the health and safety of other children in care.

Parents are asked to notify the program within 24 hours, exclusive of weekends and holidays, when a child is diagnosed by a child's source of medical or dental care as having a contagious disease. Contagious illnesses will be reported to all parents the same day the information is received. The staff will post a notice in a prominent place stating the illness, incubation period, early signs to watch for and exclusion recommendations.

First Aid

In any injury or illness situation, only trained staff will administer first aid immediately, using a MVNA first aid flipchart as a reference. If it appears that the injury or illness may lead to complications or in any way be serious, the child will be medically examined. Staff will contact the parents immediately to take child to hospital or physician.

If injury appears to be life-threatening, or deemed so by a trained staff member, we will contact 911 for emergencies unit to be dispatched, and we will contact parent immediately after 911 is called.

If we are not able to locate parent or emergency contact, child will be transported to nearest emergency hospital (Hennepin County) and a staff person will accompany child and stay until a parent arrives. **No staff member is allowed to transport an injured child.**

Medications

All staff has had First Aid and CPR training (new staff within three months of employment). We do not administer any non-prescription drugs – Tylenol, Motrin, etc., without a physician’s authorization. If your child needs Tylenol or Motrin, your child should remain at home unless prescribed for another reason by a physician.

We are permitted to administer medication to your child provided that the medication is brought to the center in the original prescription bottle. The bottle must have child’s name and date on it, dosage, frequency given, starting date and expiration date if applicable, accompanied by an appropriately completed and signed medication permission form. Any medication given form will be kept in your child’s record. Parents will be informed if/when medication is given.

We will not give any medication to a child if the original container/label is damaged or excessively soiled; it will be returned to the parent. Any unused portion of authorized medications will be returned to the parent after the expiration date.

All medications will be kept in a locked cupboard out of the reach of children or in sealed box in refrigerator.

Nebulizers must be in good working condition and instructions must be doctor prescribed.

We also require permission from parent/guardian to apply sunscreen or bug spray to your child; a form is located in the enrollment packet.

Emergencies

If emergency shelter is required outside of our facility, staff and children will proceed to Summit OIC at 935 Olson Memorial Highway 612-377-0150. An emergency kit equipped with a battery-operated radio and flashlight are kept at the center for use when needed. The kit also includes diapers and wipes, bottled water and non-perishable snacks, and blankets. Emergency evacuation routes and relocation sites are noted on room evacuation maps.

Emergency numbers are posted near each telephone in the center. In the event of an emergency:

- For a minor accident, first aid would be administered and parents would be notified.
- For a major accident requiring immediate medical attention, first aid will be administered and 911 will be called. **The child will be transported to the nearest available hospital as determined by emergency medical technicians.** After calling 911, parents and physician will be contacted immediately. Parents will sign a parent permission form for emergency medical care. **Parents are responsible for keeping emergency contact information up-to-date.** A suggested time to update ER

cards is at conference time, every six months. This includes office, home/mobile numbers of at least two people authorized to act on their behalf should the center not be able to reach the parents. These emergency contacts also need to be authorized to pick up the child
Emergency contact cards are located in each classroom and in the main office.

In compliance with DHS requirements, this center has developed an emergency preparedness and response procedures plan that will be posted in the center. It will also be available to parents upon request.

Poisonings

Summit Early Learning Center has taken every precaution to ensure that potential poisons are not in the building. We keep such things as bleach, cleaning supplies, etc. out of the reach of all children in the center. In the event an accidental ingestion should occur, the staff will consult with the poison control center.

If vomiting is the recommended course of treatment, a staff person will stay with your child to observe his/her condition and help him/her through this process. Parent will be notified immediately of the poisoning, condition of child and information/recommendation of poison control.

Missing Children

If a child is missing, the entire staff is notified. Immediate attempts will be made to locate the missing child by all available staff members. If we are unable to locate the child within 5-10 minutes, we will notify the director, police and the child's parents. We will write a written report on the incident.

Fire Drill

Summit ELC conducts a fire drill monthly. These are done at various times of the day to ensure that all children and staff are familiar with evacuation procedures. We use posted exits as a guide and all children are accounted for before and after leaving the building. We meet in a designated area. Each teacher is trained in the procedures to vacate the building in the event of a fire or a drill. Please ask if you have any questions regarding our fire drills.

Tornado Drills

We conducted tornado drills once a month, from April to September each year. We have a designated meeting spot within the core of the building that is away from windows. In the event of severe weather, we monitor the weather reports, watch the sky and listen for all warnings. If a tornado warning is issued while your child is here; we proceed to the designated shelter area, located in the main hallway between the School-Age area and infant room area (also bathrooms can be used as a tornado shelter). In this area, we have flashlights, battery-operated radio, blankets, snacks and drinking water, and first aid kit, as well as a cell phone. We will remain in this area until an all clear is issued.

Blizzard/Heavy Snow Storm

During severe winter weather, we follow the same procedure as we use for a tornado. However, we ask that parents monitor weather conditions and, if possible, pick up your child immediately after the first blizzard or heavy snow warning. We ask that you do this, because in this type of weather there is a potential for power being lost in the building leading to unsafe conditions.

Power Failure

Power failures are not frequent occurrences; however, they do happen occasionally. If we do lose power, we will call you or your emergency contact person to come and pick up your child immediately and close for the rest of that day. We know that this may be an inconvenience for you, however, it creates a safety and sanitation issue for us – we must evacuate the building during any power outage, with the exception of one caused by a tornado or blizzard.

All staff members know the location of the main power shut off and are trained in the ability to cut power to the building in the case of an electrocution, flooding, smoking outlet or flying sparks.

Bombings, Acts of Terrorism

We must now be faced with “what if’s” and in order to help make our children safe, we have a procedure to follow in case of an attack. We will use the inside corridors to shield us against any attack. Children and staff will be asked crouch down with face against the wall, away from windows, but close to doors. We will have first aid kit, blankets, drinking water and flashlight.

****We have all children’s emergency cards with us at all times****

Pandemic

Our program will cooperate with state and local government disaster planning agencies working to prepare for or react to emergencies presented by a pandemic outbreak.

Cleanliness & Sanitation Policies

All staff members are responsible for cleaning daily. All areas are dusted and cleaned. Tables are cleaned with disinfectant and wiped off. Spills are cleaned immediately after they happen. Staff will vacuum daily. All toys are cleaned and disinfected in infant and toddler rooms daily; weekly in all other classrooms.

Staff will conduct a daily hazard check to check for items that need to be repaired or replaced.

Children are encouraged to assist in cleaning their personal area by throwing out plates, cups or other items that belong to them as well as help keep the center clean.

Children are encouraged to help keep playground area free from trash and litter.

Handwashing & Face washing: Section 9503.0140

To prevent the spread of illness, all children will be required to wash their hands frequently with soap and water, not hand sanitizer, throughout the day. Children and staff will wash their hands when they arrive in the morning, after use of bathroom, after wiping noses, after cleaning up messes, before they eat or drink.

Staff members will wash their hands frequently throughout the day. Staff members are required to wear gloves when:

- Wiping noses
- Wiping or handling body fluids
- After changing diapers
- After changing clothes of a child’s
- After handling a sick child
- Before preparing food or drinks
- While helping a child use the bathroom

Staff members will also wash their hands after using gloves.

Staff members use food handler gloves while dispensing food to all class rooms. When staff & children are away from the building for field trips, or are outside at neighborhood parks, we will use a hand sanitizer. Disinfecting and cleaning are routine during the day.

Parental Absenteeism from Work or from School

Summit Early Learning Center's records are open to Child Care Assistance Program management and case workers for review. Parents who receive assistance should be aware that you are not allowed to bring your children to the center when not following the guidelines set up for them to attend, whether work or school. When children are at the center and parent is not working or attending school, it may be the responsibility of the parent to pay for those days.

Withdrawal/Termination

Withdrawal of Care by Parent

If you no longer need childcare at our program, we require that you provide us with a two-week written notice with the date of your child's last day in the program. Failure to do so may result in extra fees that can prohibit your ability to receive county assistance and child will not be allowed to reenroll.

Termination of Care by Program

If we at SELC find that our program does not fit your child's needs, we will let you know and give a one-week notice to enable you to find a program that is more suitable to your child's needs. However, if there is a need for your child to be terminated before one-week, we reserve the right to terminate immediately.

We will also terminate care if your childcare funding ends.

Other reasons for termination by the center:

- Non-payment for childcare and lack of adherence to policies regarding payment (lateness)
- Child is out of control and does not listen or wants to fight w/staff or other children
- Failure to remove child when ill or sick and/or not returning with doctor's statement
- Lack of cooperation from parents with programs efforts to resolve differences and/or meet child's needs
- Abusive or unacceptable behavior of a child towards staff members or other children
- Lack of respect towards staff members/other parents in center (from parent or child)
- Lack of parental involvement in your child's program

Parent Handbook - Acknowledgement Page

- I have read and understand the parent handbook that Summit Early Childhood Learning Center has provided me.
- I understand that in signing below I have agreed to abide by the policies set forth in this handbook.
- I understand that from time to time Summit Early Childhood Learning Center may change policies, at which time I will receive a written addendum.
- I have been given a copy of this parent handbook to keep on hand for review of policies.
- I understand that I am responsible for payment to SELC when I use childcare and I do not qualify for Child Care Assistance
- I have signed the behavior guidelines that apply to the age group of my child/ren.
- I understand that these policies are in compliance with the state of Minnesota Human Service Department.
- I understand that if I do not comply with these policies, services from SELC may be terminated without notice.

Please keep this handbook and refer to it as needed.

Parent/Guardian Signature

Date

Director Signature

Date



APPENDIX A

A.1 Infant/Toddler Behavior Guidelines

Summit Early Learning Center staff realizes that children need adult guidance to help them learn what is acceptable behavior, and what is not; and to help them learn how to live cooperatively with others.

We offer an environment that encourages self-discipline, as well as the use of positive methods to guide individual children. We want children to learn self-discipline as: the ability to control one's own behavior, and to make independent choices based on what they believe is right.

To help prevent unacceptable behavior:

1. Staff will model appropriate behavior for toddlers.
2. Staff will use descriptive phrases when appropriate behavior is being achieved.

When unacceptable behavior is occurring – or is about to occur – the staff will:

1. Redirection – substituting a positive activity for a negative one.
2. Distraction – change the focus of the activity or behavior.
3. Active Listening – to determine the cause of the behavior.
4. Active Observing – to separate or distract before incident occurs.

Staff will make sure that all toddlers are held and rocked frequently during the day. Staff will make sure that if a toddler is fretful during naptime, a staff member will pat or rub his or her back if necessary.

Summit Early Learning Center complies with all Federal and State Laws, which prohibits corporal or abusive punishment in a childcare setting. Staff is prohibited from using unproductive or shaming methods of punishment. Staff will always use soft voices when redirecting children.

Summit Early Learning Center and its staff members believe that parents and childcare staff must work together to deal with persistent behavior issues, such as biting or aggression towards another child or staff member.

Summit does have a Biting Policy, and we will work with parents who have children who bite. However, all parents must adhere to our policy.

If a child appears to be unusually stressed, anxious, or otherwise motivated to engage in negative behavior, parents will be consulted. If your child becomes ill or unusually irritable, we will contact you.

A.2 Preschool and Pre-K Behavior Guidelines

Summit Early Learning Center staff realizes that children need adult guidance to help them learn what is acceptable behavior, and what is not; and to help them learn how to live cooperatively with others.

We offer an environment that encourages self-discipline, as well as the use of positive methods to guide individual children. We want children to learn self-discipline as: the ability to control one's own behavior, and to make independent choices based on what they believe is right.

Teacher-model appropriate behavior and communication, as well as peer models are provided to help children learn responsibility for their actions.

Preschool children are beginning to learn responsibility for their own actions. Our goal is to guide them in continuing to develop this respect for themselves.

The following are some examples of unacceptable behaviors:

1. Hitting, fighting, inappropriate touching or harming another child.
2. Name calling or teasing.
3. Spitting or biting
4. Leaving the group without the knowledge of the teacher or staff person.
5. Temper tantrums, outbursts or swearing at other children or staff members.
6. Using inappropriate words such as swearing or talking about one's parent in an inappropriate manner
7. Stealing

When unacceptable behavior is occurring – or is about to occur – the staff will:

5. Redirection – substituting a positive activity for a negative one.
6. Distraction – change the focus of the activity or behavior.
7. Active Listening – to determine the cause of the behavior.
8. Active Observing – to separate or distract before incident occurs.
9. Time-out – only as a last resort, or when behavior of a child is dangerous to self or others.

NOTE: Time-out is to be as long as it takes for a child to have acceptable behavior. **(And will only be used as a last resort.)** Parent will be notified when a child has been placed in a time-out and it will be documented.

If unacceptable behavior continues, and/or child gets out of control and hurts him/herself, other children, or staff members, the parents will be notified immediately to come to the center to meet with the teacher and director.

APPENDIX B

B.1 Sample Classroom Daily Schedules

Infant Room

Arrival – 8:00am – 10:00am

Handwashing
Breakfast
Diaper Change
Indoor/Outdoor Play

Mid-Day – 10:15am – 2:00pm

Book Time
Art/Music
Diaper Change
LUNCH
NAP TIME

Afternoon – 2:00pm – 3:00pm

Diaper Change
Handwashing
SNACK
Indoor/Outdoor Play
Diaper Change

Departure – 3:30pm – 5:30pm

Prepare for parent pick-up

Toddler Room

7:00am – 8:00 am Arrival
8:00am – 8:45am Breakfast
8 :40am – 9:00am Table Toys (Breakfast until 9am)
9:00am – 9:20am Story Time
9:20am – 9:40am Morning Learning Activity
9:40am – 10:00am Group Time
10:00am – 10:20am Outside (Weather permitted)
10:20am – 10:50am Baby Can Read
10:50am – 11:00am Handwashing and Diaper Change
11:00am – 11:30am LUNCH
11:30am – 2:00am NAP TIME/QUIET TIME
2:00pm – 2:30pm Snack
2:30pm – 3:00pm Diaper Change and Story Time
3:00pm – 3:35pm Puzzles
3:35pm – 4:00pm Outside (Weather Permitting)
4:00pm – 4:15pm Afternoon Learning Activity
4:15pm – 4:25pm Indoor Dance
4:25pm – 4:40pm Handwriting
4:40pm – 5:00pm Departure Prep

Preschool Room

7:00am – 8:00 am Arrival/Free Choice
8:00am – 9:00am Breakfast
9:00am – 9:30am Outside/Gross Motor
9:30am – 10:00am Large Group/Morning Meeting
10:00am – 10:45am Small Groups/Experiments/Centers
10:45am – 11:15am Large Group/Story Time/Data Review
11:15am – 12:00pm LUNCH
12:00pm – 2:00pm Rest Time
2:00pm – 2:30pm Snack
2:30pm – 3:00pm Free Choice
3:00pm – 3:30pm Large Group/Music & Movement
3:30pm – 4:00pm Outside/Gross Motor
4:00pm – 5:00pm Small Groups/Centers
5:00pm – Close Indoor/Gross Motor/Free Choice

Pre-K Room

7:00am – 9:30am Arrival/Breakfast/Free Choice
8:30am – 10:00am Circle Time
10:00am – 10:30am Outside (Weather Permitting)
10:30am – 11:00am Quiet Lesson Activity/Free Reading
Small Groups
11:00am – 12:00pm Clean Up/Handwashing
LUNCH
12:00pm – 2:00pm Nap Time/Rest Time
2:00pm – 3:30pm Bathroom Break/Handwashing
Snack
Child-Initiated Reading
Clean Up
3:30pm – 4:00pm Large Group/Story Time
4:30pm – 5:00pm Outside (Weather Permitting)
5:00pm – Close Departure/Free Choice

APPENDIX C

C.1 Mandatory Reporting Guidelines

MALTREATMENT OF MINORS MANDATED REPORTING POLICY FOR DHS LICENSED PROGRAMS

Who Should Report Child Abuse and Neglect

- Any person may voluntarily report abuse or neglect.
- If you work with children in a licensed facility, you are legally required or mandated to report and cannot shift the responsibility of reporting to your supervisor or to anyone else at your licensed facility. If you know or have reason to believe a child is being or has been neglected or physically or sexually abused within the preceding three years you must immediately (within 24 hours) make a report to an outside agency.

Where to Report

- If you know or suspect that a child is in immediate danger, call 911.
- All reports concerning suspected abuse or neglect of children occurring in a licensed facility should be made to the Department of Human Services, Licensing Division's Maltreatment intake line at (651) 431-6600.
- If your report does not involve possible abuse or neglect but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the Department of Human Services, Licensing Division at (651) 431-6500.

What to Report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556) and should be attached to this policy.
- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

Failure to Report

- A mandated reporter who knows or has reason to believe a child is or has been neglected or physically or sexually abused and fails to report it is guilty of a misdemeanor. In addition, a mandated reporter who fails to report maltreatment that is found to be serious or recurring maltreatment may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Department of Human Services and by the Minnesota Department of Health, and unlicensed Personal Care Provider Organizations.

Retaliation Prohibited

An employer of any mandated reporter shall not retaliate against the mandated reporter for reports made in good faith or against a child with respect to whom the report is made. The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has occurred.

Internal Review

When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review within 30 calendar days and take corrective action, if necessary, to protect the health and safety of children in care. The internal review must include an evaluation of whether:

- I. Related policies and procedures were followed;
- II. The policies and procedures were adequate;
- III. There is a need for additional staff training;
- IV. The reported event is similar to past events with children or the services involved; and
- V. There is a need for corrective action by the license holder to protect the health and safety of children in care.

Primary and Secondary Person of Position to Ensure Internal Reviews are Completed

The internal review will be completed by the Executive Director. If this individual is involved in the alleged or suspected maltreatment, the Assistant Director will be responsible for completing the internal review.

Documentation of the Internal Review

The facility must document completion of the internal review and make internal reviews accessible to the commissioner immediately upon the commissioner's request.

Corrective Action Plan

Based on the results of the internal review, the license holder must develop, document, and implement a corrective action plan designed to correct current lapses and prevent future lapses in performance by individuals or the license holder, if any.

Staff Training

The license holder must provide training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556). The license holder must document the provision of this training in individual personnel records, monitor implementation by staff, and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14.

The mandated reporting policy must be provided to parents of all children at the time of enrollment in the child care program and must be made available upon request.

APPENDIX D

2017 Minnesota Statutes 181.9412 SCHOOL CONFERENCE AND ACTIVITIES LEAVE.

Subdivision 1. Definition.

For purposes of this section, "employee" does not include the requirement of section 181.940, subdivision 2, clause (1).

Subd. 1a. Foster child.

For the purpose of this section, "child" includes a foster child.

Subd. 2. Leave of 16 hours.

An employer must grant an employee leave of up to a total of 16 hours during any 12-month period to attend school conferences or school-related activities related to the employee's child, provided the conferences or school-related activities cannot be scheduled during nonwork hours. If the employee's child receives child care services as defined in section 119B.011, subdivision 7, or attends a prekindergarten regular or special education program, the employee may use the leave time provided in this section to attend a conference or activity related to the employee's child, or to observe and monitor the services or program, provided the conference, activity, or observation cannot be scheduled during nonwork hours. When the leave cannot be scheduled during nonwork hours and the need for the leave is foreseeable, the employee must provide reasonable prior notice of the leave and make a reasonable effort to schedule the leave so as not to disrupt unduly the operations of the employer.

Subd. 3. No pay required; substitute of paid leave.

Nothing in this section requires that the leave be paid; except that an employee may substitute any accrued paid vacation leave or other appropriate paid leave for any part of the leave under this section.

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APPENDIX E

Reporting Requirements

1. Death of a child: It is the director's responsibility to notify the state licensing or regulation office within 24 hours by telephone, followed by a written report. (MN DHS# 651-431-6500)
2. Injury that requires treatment by a physician: Same procedure as above.
3. Fire during hours of operation: It is the director's responsibility to notify the state licensing office within 48 hours by telephone, followed by a written report.
4. Services of an emergency medical service: It is the director's responsibility to notify the state licensing office within 24 hours by telephone, followed by a written report, if services of any medical services are required by a child within our care.
5. Animal bites: Reported to the local law enforcement agency. Any animal bite that requires a doctor's visit must also be reported to DHS. (MN #651-431-6500). Parents will be informed immediately if their child has received an animal bite. An injury/accident report will be completed for all animal bites.
6. Reportable disease: Those reporting requirements that are state mandated will be reported to MN Department of health. (PH # 651-201-5414). This will also be reported to our health care consultant. (Health Consultants for Child Care Inc. #952-472-3915).

APPENDIX F

Behavior Guidelines and Policies

(Adapted from Health Consultants for Child Care, Inc)

Our behavior guidance policy is designed to:

- Ensure that each child is provided with a positive model of acceptable behavior.
- Be tailored to the developmental level of the children that the program is licensed to serve.
- Redirect children and groups away from problems toward constructive activity to order to reduce conflict.
- Teach children how to use acceptable alternatives to problem behavior in order to reduce conflict.
- Protect the safety of children and staff persons.
- Provide immediate and directly related consequences for a child's unacceptable behavior.

Young children need to be taught appropriate behaviors. Appropriate alternatives to corporal punishment vary as children grow and develop.

- **INFANTS AND TODDLERS:** As infants become more mobile, the staff will create a safe space and impose limitations by encouraging activities that distract them from harmful situations. Brief verbal expressions of disapproval help prepare infants and toddlers for later use of reasoning. For toddlers, disapproval will be followed with commands about expected behaviors.
- **PRESCHOOLERS:** Preschoolers have begun to develop an understanding of rules and can understand "break time" to calm down (out-of-group activity by sending the child to a calming activity such as puzzles or the sensory table). However, children will never be isolated from the group. The teacher will follow up by asking the child about his/her feelings and by suggesting appropriate behavior.
- **SCHOOL-AGE:** School age children begin to develop a sense of personal responsibility and self-control and will recognize the removal of privileges.

We will promote positive behavior in the following ways:

- The classrooms are designed to be developmentally appropriate.
- There are sufficient toys and activities to stimulate children of all age groups we serve.
- The staff will model, encourage, and praise positive behaviors by using clear and positive statements of behavior expectations.
- The curriculum is designed to be stimulating and age appropriate for the children.
- The staff will appropriately supervise and interact with the children

I. PERSISTANT UNACCEPTABLE BEHAVIOR

Summit Early Learning Center will use the following procedures for behavior that is persistent and unacceptable that requires an increased amount of staff guidance and time. This behavior policy applies to all children in our care.

If a child is not behaving appropriately, we will use the following positive guidance techniques:

- *Ignoring*: Ignoring a child who is trying to gain attention by acting out may be an appropriate response, unless it is a behavior that is unsafe.
- *Redirecting/Distraction*: This technique offers an alternative to a child such as suggesting a new activity, or a different toy, encouraging independent play, or interacting with the child in a different way.
- *Discussion*: Discussing with the child how their behavior is inappropriate and engaging with the child about using other words or methods that would produce a more appropriate response.
- *Reasonable Consequences*: The staff may implement reasonable consequences such as taking away a toy if the child used the toy to hit another child.
- *Take a Break*: This involves separating the child from the group to calm down; he or she will have access to something else to do. While the child will remain supervised, his or her classmates will not immediately influence him or her. This is different from the concept of “time out” which is often seen as more punitive as the child is isolated and does nothing. In “take a break” the child will have access to other activities while he or she settles down. Once the negative behavior is under control, the child can be returned to the group. We do not use “take a break” with children under two years of age.

When staff observes a persistent unacceptable behavior, they will observe and record the behavior in writing. If these positive guidance techniques are not effective, we may involve parents/guardians with the following progressive guidance techniques:

- We will inform parents/guardians in writing what behaviors have been observed and what the staff has done to try to modify the behavior.
- If the inappropriate behavior continues, the Center Director and teacher will meet with parents/guardians to develop a written action plan to correct the behavior. We will seek their input and agree on steps to attempt to modify the behavior. We may suggest involving outside resources to assist with the situation.
- If the inappropriate behavior persists, the child will need to take a day or two of behavioral leave of absence on the next scheduled day(s) of care. (Standard attendance rates apply during behavior leaves.)
- After returning to group care, if the child continues to act inappropriately, we may disenroll the child. It is our goal to work together for a positive outcome of behavior change. Circumstances may arise when we may **immediately** disenroll a child if his or her behavior creates a health or safety risk to themselves, other children, or the staff.

II. PROHIBITED ACTIONS

Positive reinforcement is the best approach to discipline. The following actions are prohibited by or at the direction of a staff person:

- Subjection of a child to corporal punishment, which includes but is not limited to: Rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, and spanking.
- Subjection of a child to emotional stress, which includes but is not limited to: Name calling, ostracism, shaming, making derogatory remarks about a child or a member of the child's family, and using language that threatens, humiliates or frightens the child.
- Separation of a child from the group except within rule requirements.
- Punishments for lapses in toileting.
- Withholding food, light, warmth, clothing, or medical care as a punishment for unacceptable behavior.
- The use of physical restraint other than to physically hold a child where containment is necessary to protect a child or others from harm.
- The use of mechanical restraints, such as tying.

III. SEPARATION FROM THE GROUP

No child may be separated from the group unless the following has occurred:

- Less intrusive methods of guiding the child's behavior have been tried and were ineffective.
- The child's behavior threatens the well being of the child or other children in the program.

A child who requires separation from the group will:

- Remain within an unenclosed part of the classroom where the child can be continuously seen and heard by a program staff person.
- The child's return to the group will be contingent on the child's stopping or bringing under control the behavior that precipitated the separation.
- The child will be returned to the group as soon as the behavior the precipitated the separation abates or stops.

*Children between the ages of 6 weeks and 16 months will NOT be separated from the group as a means of behavior guidance.

IV. SEPARATION REPORT

All separations from the group will be noted on a daily log that includes the following:

- The child's name
- The staff person's name
- Time
- Date
- Information indicating what less-intrusive methods were used to guide the child's behavior
- How the child's behavior continued to threaten the well-being of the child or other children in our care.

If a child is separate from the group three or more times in one day, the child's parent will be notified and the parent notification will be indicated on the daily log. If a child is separated five times or more in one week or eight times or more in two weeks, the procedure outlined in the section titled "Persistent Unacceptable Behavior" will be followed.

NOTE: If a child is suspended from his/her elementary school due to behavior or discipline issues, we also will not care for the child during the suspension period.

V. POSITIVE SUPPORTS RULE

The Positive Supports Rule (PSR – Minnesota Rules, chapter 9544) requires all DHS license holders to use person-centered principles and positive support strategies when providing services for individuals, including children, with developmental disabilities or related conditions.

When determining whether the PSR applies to a child in our care, we will:

- Have a conversation with the parent/guardian about the child's development to determine if the child is receiving or eligible for Developmental Disability - related case management services (sometimes referred to as Rule 185 case management). IF the answer is 'yes,' the PSR applies to the child care services provided to that child.
- If the answer is 'no,' it is important to remember that the PSR can also apply to children with a developmental disability or related condition who are not receiving DD case management services. For the PSR to apply to these children, they must meet the definition of developmental disability or related condition found in Minnesota Rules, part 9525.0016, subpart 2.

A child with a **developmental disability** will likely have been assessed to have substantial limitations in present functioning, showing significantly sub-average intellectual functioning, existing at the same time as the child shows deficits in adaptive behavior. Both areas must be present and assessed for a child to have a developmental disability.

- **Significant sub-average intellectual functioning** is based on an assessment with one or more standardized intellectual tests. For a child to have a developmental disability, the assessment must determine that the child's IQ score is 70 or less.

- **Deficits in adaptive behavior** are determined by clinical assessment and, generally, standardized scales. For a child with a developmental disability, the assessment determines that there is a significant limitation on the child's effectiveness in meeting standards of maturation, learning, personal independence, and social responsibility for their age level and cultural group.

A child with a **related condition** includes the following: A diagnosis of cerebral palsy, epilepsy, autism, Prader-Willi syndrome, or any other condition found to be closely related to development disability because **the conditions impair general intellectual functioning or adaptive behavior similar to that of persons with developmental disabilities**. For these children, a diagnosis alone does not determine that they have a related condition because the issues presented may be relatively minor or not impair the child. For example, autism is a condition that is on a spectrum. That diagnosis can present itself over a wide range. Just because a child has a diagnosis of autism does not mean that the PSR applies. The other factors listed below must also be present for the child to have a related condition.

- The condition manifests before the child reaches 22 years of age.
- The condition is likely to continue indefinitely.
- The condition results in substantial functional limitations in three or more of the following six areas – taking the child's age level into consideration: self-care; understanding and use of language; learning; mobility; self-direction; or, capacity for independent living.

If the child has not received an official assessment, but there are concerns about the child's development, we will have a conversation with the parents/guardians. (The health information form received within 30 days of the child's admission to the center will also provide some information about the diagnoses and care needs of the child.) With the information from the child's health provider and the parents, we will make an informed determination as to whether the child meets the definition of a child with a developmental disability or related condition, and whether the PSR applies to the services provided to that child.

If we enroll or receive a diagnosis of a child with developmental disability or related condition, we will follow our Special Needs policy. Requirements from the PSR will be incorporated into existing practices for working with the child with special needs, including developing an Individualized Child Care Program Plan (ICCPP). An ICCPP will be developed based on the information about the child provided in an Individual Education Plan/Coordinated Service and Support Plan with parents, teachers, and professionals incorporating PSR strategies. We will use the DHS forms listed below:

- Child Care Emergency Use of Manual Restraint NOT allowed Policy
- Guide to the Positive Supports Rule
- Individual CC Program Plan for PSR Sample Form
- Individual CC Program Plan 6-month Evaluation Sample Form
- Sample Training Record Form for Positive Supports Rule