



Community Child Care Center

1250 Fifield Ave, St. Paul, MN 55108

Parent/Caregiver Handbook

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GENERAL INFORMATION

MISSION, VISION, AND PHILOSOPHY

Community Child Care Center's (CCCC) mission is to contribute to the broader community, individual children, and families by encouraging the development of the whole child through affordable, high-quality early childhood education. The center provides a nurturing, physically safe, emotionally secure and inclusive setting for children, families and staff in a cooperative environment. Community Child Care Center provides services for; Commonwealth Terrace Cooperative (CTC) families, University of Minnesota students, faculty, and staff, and families of the surrounding communities.

VALUES STATEMENT

Community Child Care Center is committed to the values of accessibility, diversity, health and well-being, learning, peacefulness, self-expression, community building and high-quality child care.

Additionally, Community Child Care Center shares the values articulated in the International Cooperative Alliance Statement on the Co-operative Identity: *Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others.*

COMMUNITY OUTREACH

CCCC provides opportunities for university students and members of the community to increase their knowledge of: child development; developmentally appropriate teaching practices; anti-bias/inclusive and non-violence program planning; child care administration; and parent/teacher/child interactions. These opportunities are offered through educational seminars as well as work and volunteer experiences for students.

HISTORY

CCCC was founded on May 28, 1974 and stands in distinction as the State of Minnesota's oldest non-profit, parent cooperative child care center. CCCC's emphasis on quality education is coupled with a unique multicultural program, which reflects the population of the community it serves. This makes CCCC an example to all child care centers across the State of Minnesota. (As stated in a proclamation from the Minnesota State Government.)

OPERATING BUDGET

CCCC's operating budget is primarily supported by tuition fees. However, contributions are

made each year through the U of M Student Services Fees Process, the United States Department of Agriculture Child Care Food Program (Minnesota Department of Children, Families and Learning), Hennepin and Ramsey County Title XX, Community Action Partnership of Ramsey County Head Start, and social services. CCCC also seeks different grants and fundraising opportunities on an annual basis. Our fiscal year runs from July 1st to June 30th. An annual budget is prepared, presented, and approved by the Parent Board of Directors.

SERVICES

CCCC is located on the University of Minnesota's St. Paul Campus at:

1250 Fifield Avenue, Saint Paul, MN 55108

Telephone (651) 645-8958

Fax (651) 645-2295

Website: www.umncccc.org

Email Director: cccc.directors@gmail.com

Assistant Director: cccc.assistantdirector@gmail.com

Education Coordinator: cccc.office@gmail.com

Toddler Room: cccc.toddler@gmail.com

Younger Preschool Room: cccc.youngerpreschool@gmail.com

Older Preschool Room: cccc.olderpreschool@gmail.com

CCCC is licensed through the Minnesota Department of Human Services Licensing Division and is accredited through the National Association for the Education of Young Children (NAEYC). CCCC's program plan is available in the center office. Parents/caregivers may receive a copy from the office to review at any time.

CCCC is currently licensed to serve 48 full-time-equivalent children between the ages of sixteen months and five years old (14 toddlers, 16 younger preschoolers, and 18 older preschoolers). A limited number of part time (M-W-F or T-TH full-day **or** Monday through Friday morning only or afternoon only) enrollment arrangements for all age groups are offered. To discuss any questions about Minnesota child care licensing rules and regulations or CCCC licensing concerns, you can contact the Department of Human Services, Division of Licensing at 651-431-6500.

Parent/Caregiver-staff conferences (3 times per year), pot lucks (1 time per semester), Parent Board of Director meetings (once a month), open house, annual meeting which includes families and staff, staff development days (6 times per year), Family Nights (1 time per semester) and occasional parent/caregiver education seminars are held at CCCC throughout each year.

Daily breakfasts and afternoon snacks are prepared on-site following USDA child nutrition guidelines and served to all children at CCCC. CCCC's lunch is catered by CKC Good Food and also follows USDA guidelines. Monthly menus for breakfast, lunch, and snack are posted outside each classroom, available on our website, and available by request. Vegetarian options are also available upon request.

CIVIL RIGHTS STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410 (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov This institution is an equal opportunity provider.

ELIGIBILITY REQUIREMENTS

Parents and caregivers need not be a member of the University community to enroll their child at CCCC, nor do they need to live within Commonwealth Terrace Cooperative. Both of these affiliations, however, grant priority over non-members.

TIMES AND LIMITS OF PROGRAM OPERATION

CCCC is open five days per week, Monday through Friday, 52 weeks per year. CCCC closes on all University holidays plus six additional days for staff development and professional conferences. A calendar of days closed is provided upon enrollment. It is updated and distributed to all parents/caregivers annually, is posted outside the office, and extra copies are available upon request.

CCCC's hours of operation are from 7:15a.m. to 6:00p.m. except on holidays, staff development days, and during emergency weather conditions when the St. Paul Public Schools, Roseville Public Schools, or the University of Minnesota announces it is closing. The television stations are the primary source of information on these closings. All official announcements regarding closing will be made exclusively through the following television stations: WCCO and KSTP. These television stations will also post school closing information on their online news pages. CCCC staff will also send an e-mail out to families notifying them of an emergency closing. (More information on page 52)

It is the policy and practice at CCCC that all children are supervised by an approved program adult at all times. Children are the responsibility of their parent/caregiver, legal guardian, or designated alternate adult before and after the official opening and closing times of CCCC (7:15a.m. to 6:00p.m.) and before the child is signed in or after the child is signed out each day on the sign-in/sign-out sheet posted in his or her age group area. At CCCC all program adults are responsible for protecting the health and safety of all enrolled children, although teaching staff assigned to age group areas have primary responsibility for continuous supervision of children enrolled in their area.

ARRIVAL & DEPARTURE

Fulltime, AM, MWF, and T/TH children are expected to arrive at CCCC between 7:15 and 9:30 a.m. each morning to enable them to participate in the full program. Children cannot arrive in their group area before 7:15a.m. because this is the teacher's time to set up activities and prepare the room for the day. If for some reason you will arrive after 9:30 a.m., please call CCCC and leave a message for your child's teacher so that we can plan for your arrival.

Afternoon children: Expected Arrival Times Toddler Room: Between 12:15 p.m. and 12:30 p.m. Younger Preschool: Between 12:30 p.m. and 1:00 p.m. Older Preschool: Between 12:30 p.m. and 1:00 p.m. Children are not allowed to be dropped off before these times. If you will arrive after 12:30 p.m. (afternoon toddlers) or 1:00 p.m. (afternoon preschoolers), please call CCCC and leave a message for your child's teacher so that we can plan for your arrival. **Please avoid drop off between 1:00 p.m. and 1:30 p.m. as we are working to help children nap at this time.**

If your child will not be attending on any particular day due to illness or otherwise, please call the center and let the office know. The office staff will pass your message along to the appropriate classroom.

If your child's group is going on a field trip, you may have to await their return or take your child to the field trip site if you arrive after the classroom's departure.

The CTC community center building is open to the public during CCCC's program hours. As a result, the classroom doors are always secured and locked. All families will be issued a security key upon enrollment. These keys will give families access to the classrooms for the days and times of the child's specific enrollment. Please do not allow children to open the doors for safety reasons.

All children must be picked up at CCCC by 6:00 p.m. (12:15 toddler/12:30 preschool for AM enrollment). If you will be late, call before 5:30 p.m. to let teachers and your child know. A late fee is charged to parents/caregivers who arrive after 6:00 p.m. Chronic lateness is defined as arriving after 6:00 p.m. more than **4** times during a semester and is cause for termination of child care services.

Parents/caregivers (or authorized adults) must sign in and out each day in his/her child's classroom, **and accompany children into and out of the building at all times.** This is a legal

requirement of the Minnesota Department of Human Services. Failure to sign your child in/out is also a safety issue as teachers use sign-in sheets to track and count the number of children.

Children benefit from routine arrival and departure times and parents/caregivers are urged to keep to regular schedules whenever possible. Regular arrival and departure times also help us plan for staffing.

Children benefit from parents/caregivers becoming a part of their school environment. This creates security and gives children a chance to show parents/caregivers their personal space and projects. Arrival and departure also provide an opportunity for communication between parents/caregivers and teachers. This is an opportunity to check in about a child's day and discuss any questions a parent/caregiver may have. Please NOTE that appropriate drop off and pick up times offer more opportunities for conversation. Check in with your child's classroom teachers for those times. Dropping off or picking up during classroom group and activity times prohibits teachers from giving families their full attention.

Children will only be released to parents/caregivers or authorized persons listed on the child's emergency card. CCCC cannot allow a child to leave with an unauthorized person. Parents/caregivers are responsible for notifying CCCC in writing if other pick up arrangements are made, or if an adult is declared unauthorized by the parent/caregiver to pick up their child. **NOTE!!** A picture ID is required and will be checked upon arrival of authorized pick up person. **If a change in pick-up arrangements must be made after the child has been dropped off, you must call CCCC and notify staff of this change.** At this time, you will also be asked to tell the staff member your security code, which is created upon enrollment.

A parent/caregiver of an enrolled child will be allowed access to their child at any time while their child is in care.

PARKING

The parking lot is owned and managed by Commonwealth Terrace Cooperative (CTC), not the child care center. Rules for parking are prescribed and enforced by CTC. Please take caution to abide by the parking rules.

One child care parent drop off and pick up parking spot is available and located on each side of the building. If those parking spots are full, the line of parking spots reserved for center community events and the staff are also safe to park in for a short time. If for any reason you think you will be staying any longer than 15 minutes for a conference or other meeting with your child's teacher, ask the director for a CTC Visitor Parking Permit.

CCCC discourages drivers of all vehicles (personal and buses) from idling vehicle engines in the parking area unless it is necessary to maintain interior or engine temperatures in extreme temperatures. This measure reduces air pollution and the risk of unintended vehicle motion. Thank you for your cooperation.

Do not pull up to the curb or park in a handicapped spot even if it is for a short time - you

will be towed. Also avoid parking in front of the garbage/recycling area. Please also be aware of your speed when driving through the parking areas (even if you are running late!). Many children live in apartments around the parking lots.

RESEARCH ACTIVITIES AND PERMISSION

The research permission form included in the CCCC enrollment packet pertains to observation of children in a group during their normal daily activities. As a part of CCCC's affiliation with the University of Minnesota, we provide observation/research opportunities for University students. This is the most frequent and generalized type of research and training taking place at CCCC.

Photographs and videotaping of children for educational/teacher training purposes are common practices and the director may grant permission to scholastic visitors to take photographs or videotape at CCCC **with additional permission from parents/caregivers.**

Additional signed permission will be requested from parents/caregivers for any research projects that involve children participating in activities which are not a part of their normal daily routine at CCCC or for which they may be signed out. The children's comfort, well-being, and minimal disturbance to their daily routine are always foremost considerations. Teachers may decide to defer a child's participation because of fatigue or interest in special activities.

CCCC may also receive requests from local news stations and newspapers to photograph or videotape the children and to interview parents and children about topics related to child care. Signed permission will be obtained from parents/caregivers prior to their child's participation in such activities.

ADMISSION POLICIES

PRE-ADMISSION

CCCC manages registration on a semesterly basis. Although the schedule at CCCC will closely follow that of the University of Minnesota's academic schedule, it will not necessarily replicate it. Enrollment will not be flexible during University breaks.

Payment of a \$50.00 **non-refundable** registration fee is required in order to secure enrollment. The enrollment packet is given to parents/caregivers upon receipt of the enrollment fee.

Before a child may start attending, parents/caregivers must visit the program and have an intake with the Director and one of the classroom Teachers. At the intake, the family will receive all of their enrollment forms. The child **cannot** begin attending CCCC without the Emergency Card and Immunization Record completed. All other enrollment forms must be completed within one week of a child's first day. Parents/caregivers must also visit the classroom with their child before the child's first day.

ENROLLMENT FORMS

When a child is accepted in CCCC, parents/caregivers are given this handbook (which includes health policies) and several required admission registration forms.

The following documents must be completed and submitted before the child is enrolled and may attend:

- **CCCC Contract for Child Care Services** Parents/caregivers should carefully review the Contract before signing it. The contract outlines your contracted fees and hours of service. Contracts are completed on a semesterly basis. Once contracts are signed, families are responsible for the tuition costs for the entire semester, even if parents/caregivers decide to terminate child care. (Termination of Child Care information on page 35) Parents/caregivers will be asked to file a contract amendment or new contract whenever contracted services change.
- Prior to the start of each semester families will be asked to complete an enrollment request form for the upcoming semester. Once these requests are processed new contracts will be provided prior to the start of each semester (fall, spring, and summer). After contracts are signed, changes in enrollment may only be requested during the first two weeks of the semester. Changes will only be able to take place if openings exist and match your request.
- **Emergency Card** This is the most important part of your child's paperwork. This contains all of your child's emergency contact information and persons authorized to pick up your child. Please also include a copy of your class schedule every semester if you are a student. The Emergency Card is with the teachers at all times so they are able to contact you. **Parents/caregivers must update this information whenever it changes. This form will also be updated at the beginning of each semester.**
- **Immunization History** State law requires that every child entering a child care center have verification of immunizations. **Parents/caregivers must submit a record of immunizations at the time of enrollment. There will be no exceptions.** An updated report is required when children receive additional immunizations. If a child is missing an immunization that is required for their age, they will not be able to attend the center, unless they oppose certain or all immunizations (in which they must state this on the form and have it notarized), or unless there is a medical reason that an immunization was not obtained (in which case the form must be signed by the child's physician). Administrative staff keeps classroom teachers informed of children who have not received specific immunizations so that a family can be notified immediately should a center child become ill with a vaccine- preventable disease.
- **Medical Release Form** This form gives CCCC permission for any emergency medical care/treatment and any external preparations such as sunscreen, diaper wipes, lotion, lip balm, or bug spray.

The following documents must be completed and submitted as soon as possible:

- **Health Care Summary** State law requires that each child's physician complete this form to verify the child's current physical status within 30 days of enrollment. An updated

report is required annually for all children and whenever a child advances to another classroom. When a child is overdue for any routine exam, parents/caregivers must provide evidence of an appointment for the exam to maintain enrollment in the program.

- **Permission and Information Form** This form requests
 - permission to communicate with caregivers email addresses as a means of regular, ongoing communication. Your email address will be shared with your child's classroom, administrative staff, and the CCCC Parent Board of Directors. If you do not want your email address attached to any of these lists, please communicate with CCCC administrators.
 - language translation preferences so CCCC can best meet the needs of your family;
 - permission for CCCC to perform developmental screening on the child
 - permission to access the child's health information and share health information (that has been provided to CCCC by the parent/caregiver or primary doctor) with the child's classroom teachers and part time teaching staff on an as needed basis. This form does not give CCCC access to all of your child's health information at the doctor's office but instead gives us the opportunity to best serve your child by communicating necessary health information to the appropriate staff.
 - for the child to have classroom pets. Having pets in any classroom adds to our science curriculum. The children truly enjoy having them in the classrooms and your signature allows us to do so. Currently, the toddler and younger preschool rooms have fish. All three classrooms also have hissing cockroaches.
 - to take walks around the community. Most often this means walking to one of the nearby playgrounds. If classrooms leave the grounds of the community (CTC and the U of M St. Paul Campus), staff must distribute a separate field trip permission form.
 - to participate in observational research and educational observation, allowing University of Minnesota students to come and observe the classroom as a whole. They may not perform individualized observations of a specific child. If there is a request to do so we must have a separate form signed by the parent/caregiver. An additional written permission form will be provided before each occasion of research, experimental procedures, or public relations activity involving a child.
- **Parent/Caregiver Security Codes** If someone other than a primary caregiver(s) or any person who is not written on the sign-in sheet will pick up the child, a primary caregiver must call and notify the center of the change. This security code will be repeated back to us upon making this change, to ensure that the person on the phone is indeed the parent/caregiver.
- **Health History** This is an information form about how you as the parent/caregiver feel that your child's overall health has been since birth and brings about any issues that you feel we should know. This form is completed by a parent/caregiver.
- **Child Development Checklist** This form allows you to share with the teachers where your child is developmentally in regard to vision, hearing, walking, etc. In order for the teachers to best serve your child it is important for us to know as much information as possible.
- **Family Picture** This is a staff favorite! This lets us get to know about your child's life.

This tells us who is important, where you live, anything you want to share about your culture, your language, eating routines, sleeping routines, parenting styles, and developmental issues.

- **Sliding Fee Scale Application** This form is used in determining tuition fees for your child. Parents/caregivers must submit the sliding fee scale application form and also proof of income each semester or when there is a change in income. **Proof must be submitted or your family will be charged the MAXIMUM RATE.** The sliding fee is only available for CTC residents or University of Minnesota student families. This form will be completed three times a year, at the beginning of each semester.
 - If a family moves in or out of CTC, has a change in student status, or has a change in step level for any other reason, they must report this change to the center office within 30 days of the change. The center will not reimburse more than 30 days of overpaid tuition. Any credit due will be reimbursed as a tuition credit spread over the course of one semester. A family who underpaid due to an unreported change in status will be charged the unpaid amount as tuition due.
- **Special Diet** If your child has any specific dietary needs talk with the center office who will supply you with a form that must be completed and signed by a health care provider.
- **USDA Enrollment Form and Household Income Statement** The state Child Care Food Program uses this form to determine CCCC's level of subsidy from the U. S. Department of Agriculture. Each family will be asked to submit an updated USDA enrollment form as well as a Household Income Statement Form annually.
- **Photo/Video Permission** This form allows the center to use pictures and videos of your child for center projects, publicity, assessment tools, or the website. Parents/caregivers have the option to deny their permission.
- **Phone Book Permission Form** This form allows CCCC to create a center phone book with your contact information. The phone book will be distributed annually to all CCCC families.

PARENT/CAREGIVER INFORMATION AND ON-GOING COMMUNICATION

CCCC strives to maintain ongoing and two-way communication with families. We do so through daily notes, daily conversation at drop-off and pick-up, weekly e-mails, and monthly newsletters. Parents/caregivers are also offered a "check-in" meeting after 3 weeks of attendance. At 6 weeks of attendance, parents/caregivers will receive a questionnaire to help us better understand your initial experience at CCCC.

Mailboxes: Each child will receive a mailbox. We will place important center information, your tuition bill, and your child's project work inside this mailbox. **Please check your child's mailbox daily.**

Bulletin Boards: A parent/caregiver bulletin board is located next to the Center office and next to each classroom door. These boards hold monthly menus and important child development articles.

Classroom Doors: Teachers will often post permission slips, extra notes, and health notices on their classroom doors.

Information White Boards: Each preschool classroom has an information white board located outside of their classroom door. Each morning and afternoon a teacher will write a note about the day's events.

Who to see:

- **Director and Assistant Director** regarding center mission, program policy, fees, parent involvement, USDA, menus and food, legal compliance, management issues, staff training, child development, enrollment, summer leave of absence, waiting list questions.
- **Education Coordinator** regarding center curriculum, program practices, family events, education seminars, staff training, parent involvement, child development, child assessment, getting ready for kindergarten, field trips
- **Teacher & Assistant Teacher** regarding day to day contact with your child, your child's development, daily routines, conferences, documentation, concerns about your child
- **Board Members** regarding center mission, center governance, annual meeting, fundraising, questions not able to be answered by director or teachers, ideas, complaints, and comments

On-going communication and collaboration are our goals. Please feel free to bring any questions or concerns to the center office or classroom teachers. We will do our best to reach solutions to problems together.

EQUAL OPPORTUNITY STATEMENT

CCCC is committed to equal employment and education opportunities. The program offers a multicultural and anti-bias curriculum and does not discriminate against staff, parents/caregivers, or children on any legally- recognized basis "protected class" including, but not limited to: the basis of gender; gender identity and expression; age; race; creed; ethnicity; color; genetic information; national origin; sexual orientation; marital status; pregnancy, childbirth, or related medical conditions; citizenship status; income; status in regards to public assistance; religion/spirituality; language, physical or mental abilities; uniform service member status; or any other protected class under federal, state, or local law. CCCC ensures that families are included in all aspects of the program. These opportunities consider each family's interests and skills and the needs of program staff. More information is available in the parent involvement section of this handbook.

WAITING LIST POLICIES

ORDER OF PRIORITY

CCCC maintains a waiting list. The date of application, preferred start date, and the age of the child determines a child's position on the waiting list. As openings in CCCC occur, enrollment of a child in one of the areas is determined by these criteria in the following priority order:

1. Internal movement – moving a child from a younger group to an older group on the basis of the child's age, individual readiness, and available opening.

2. Child currently enrolled at CCCC on a part-time schedule returning to a full-time schedule or vice versa.
3. Child of a CCCC staff member.
4. Sibling of a child currently enrolled.
5. Families living in Commonwealth Terrace Cooperative (CTC).
6. Family in which one parent/caregiver is a U of M student.
7. Family in which one parent/caregiver is a U of M staff/ faculty.
8. Non-University-affiliated families.

***Every effort is made to contact families on the waiting list [by email, mail or telephone] when spots become available. If we are unable to get in touch with a family, we must move onto the next family on the waiting list.

PART-TIME ENROLLMENT

CCCC has a limited number of part-time enrollment schedules in each age area. Children in part time enrollment arrangements share a full-time enrollment slot. One child attends on Monday, Wednesday, and Friday and another child attends on Tuesday and Thursday; or one child attends in the morning, Monday through Friday, and another child attends in the afternoon. CCCC does not presently offer any other part-time scheduling arrangements.

Children on a part-time enrollment schedule who are old enough to move up to the next age group may need to wait until a part-time “match” occurs in the older group.

SIBLING PRIORITY POLICY

In order to better serve families of enrolled children, siblings of enrolled children at CCCC have a priority status on the waiting list. A sibling born after the older child is no longer enrolled at CCCC has priority status as long as he/she was conceived (or the adoption process started) prior to the child’s departure from CCCC. An application for the sibling must be submitted to the waiting list.

MOVEMENT/TRANSITIONS TO OLDER GROUPS

Chronological age is the major factor determining who will move from a younger classroom to an older classroom when an opening becomes available. Sometimes this may not happen right away. Most movement will occur at the beginning of a new semester (January, May, and September) with other children from the younger classroom. This maintains continuity of relationships among groups of children.

Parents/caregivers are notified by the child’s primary teacher or the director when movement is going to occur. Parents/caregivers will receive a transition packet detailing the new classroom’s schedule, curriculum, and lead teachers. Children and parents/caregivers have the opportunity to visit the classroom to which they are moving prior to movement actually taking place. Children will also have scheduled visits to ensure a smooth transition. Parents/caregivers will have an intake with a new classroom teacher. Classroom teachers will meet with each other as

well so that teachers who have just worked with a child can pass along important care information to the child's new teacher. This maintains continuity of care.

THE STAFF

EMPLOYMENT

Full-time teaching staff positions at CCCC are determined by the Director and other full-time staff members. All Teachers at CCCC meet MN licensing and NAEYC accreditation requirements in order to be teacher-qualified.

PROFESSIONAL TRAINING AND INSTRUCTION

Each year the Center Administrators and Teaching staff is required, by state law, to participate in relevant training equal to at least 2% of annual hours worked (about 42 hours per year).

CCCC provides on-going comprehensive staff development opportunities including weekly staff meetings, semester meetings, workshops, accredited courses at the University, plus six days set aside each year for staff development, program organization, and professional conferences. Staff also participates in Pediatric First Aid and CPR every two years, Medication Administration, Abusive Head Trauma (which addresses the risk factors related to shaking infants and young children, means to reduce the risk of abusive head trauma in child care, and communication with families regarding reducing the risk of abusive head trauma), Mandated Reporting, Allergy Preparedness, Risk Reduction, and OSHA training annually.

STAFFING COMPOSITION

Community Child Care Center uses a team-teaching approach. Each classroom has 2 lead teachers as described below. These lead teachers stay with the same class year-round. We believe that this collaborative environment ensures the best possible care for your child. Our lead teachers alternate work schedules between opening and closing shifts so that a parent/caregiver is always greeted by a lead teacher at drop off and pick up. Our part time Assistant Teachers and Child Care Workers are students at the University of Minnesota studying Child Development or a related field. They are trained to also provide the best care possible. Our team-teaching approach combined with our low ratios provides continuity in care and also ensures an environment rich in personal contact, meaningful experiences, constant supervision, and immediate care as needed to protect your child's well-being.

ADMINISTRATION

- 1 full-time Director
- 1 full-time Assistant Director
- 1 full-time Education Coordinator

TODDLERS

14 full-time children ages 16 to 33 months old (1:5 accreditation ratio)

- 2 full-time Teachers
- 2 part-time Assistant Teachers
- Regular part-time Child Care Workers

YOUNGER PRESCHOOL

14 full-time children ages 33 Months to 4 years old (1:7 accreditation ratio)

- 2 full-time Teachers
- Regular part-time Child Care Workers

OLDER PRESCHOOL

16 full-time children ages 4 years old to 5 years old (1:8 accreditation ratio)

- 2 full-time Teachers
- Regular part-time Child Care Workers

OTHER

- 1 full-time Kitchen Staff
- 1 full-time Assistant Teacher

PROGRAM PHILOSOPHY AND PRACTICES

CENTER PHILOSOPHY

The child “educaring” philosophy at CCCC supports a “whole-child” concept of development by meeting his/her emotional, social, intellectual, physical, and emerging cultural needs. This philosophy is also based on the premise that one cannot educate without offering care and protection and one cannot provide care and protection without also educating young children in a group setting. Our child development program is based on the assumption that a child’s growth is a sequential process and that children pass through predictable stages of development in all areas and within age ranges.

A fundamental belief at CCCC is that the children have the right to be cared for in a safe, healthy, nurturing, fun, and respectful environment by adults who are well trained in child development principles and believe that the children learn best through play and playful interactions within this kind of environment. Since a positive parent/caregiver-teacher partnership is ideal for a successful and harmonious child-rearing/child-caring experience, we strive to promote and demonstrate respectful interactions in the teacher-parent/caregiver, teacher-child, child-child, and teacher-teacher relationships. This helps to establish an atmosphere of acceptance and well-being for all who participate in the CCCC program. A team-teaching approach is practiced in each age group’s educare room. Together the professional staff plan overall program goals, learning objectives and curriculum units intended to meet the children’s individual development needs, as well as the needs of the group. Some characteristics we believe to be important for teachers to help children acquire within a group setting are:

- Self-esteem; a sense of identity, self-respect and confidence.
- Competence in body and mind; a sense of mastery.
- Problem-solving and conflict resolution ability; a sense of reasoning and responsibility.
- Autonomy and independence; ability to make choices and help oneself.
- Personal and interpersonal strengths; ability to communicate with and be sensitive to others; to get along with others.
- Appreciation for diversity; a sense of understanding and respect for differences.
- Creativity and innovation; a sense of confidence and growth, and desire to learn.
- Openness; a sense of trust and honesty.
- Awareness of changes; a sense of inner strength, self-control and coping skills.
- Recognition of emotions; ability to understand and express feelings in appropriate ways.

The teacher-planned curriculum and program design at CCCC is balanced between teacher-directed and child-initiated learning opportunities in a multicultural environment that is filled with age-appropriate learning materials. The program includes routines such as meal times, nap, teacher-structured learning experiences, free play and child-initiated learning experiences, and effective transitions between activities. All routines are planned to allow the children to gain an understanding of themselves and others through their own active involvement in the learning process. All materials and furniture are chosen to support classroom curriculum, meet program goals and foster the achievement of children's learning objectives. Some fixed interest areas are dramatic play, blocks, books, large muscle, sensory-motor, science, and creative art. Open shelving with developmentally appropriate materials promotes independence, curiosity, and spontaneous learning experiences. Creative play can provide pleasure and knowledge at the same time, and we foster such opportunities. Activities are balanced between one-to-one, small group and large group; indoor and outdoor; quiet and noisy; and often include field trips and special events. A more detailed description of Community Child Care Center's curriculum framework, classroom goals, and learning objectives is provided in the enrollment folder or upon request.

LEARNING THROUGH PLAY

Children learn through play. When given the environment to make choices and explore different activities and experiences children learn a significant amount. All of the skills that children learn and gain through play help children develop socially, emotionally, physically, and intellectually.

- When children are **playing on climbing equipment** they are learning: to be self-confident as they develop new skills; physical strength, coordination, and balance; to use their imaginations; to solve problems; and to cooperate with others while involved in some type of dramatic play.
- When children are **looking at books and hearing stories** they are learning: that reading is important and enjoyable; letters on pages represent words; to exercise their own imagination; to interpret pictures to represent ideas; to handle books with care; to make up their own stories; to recognize certain words when they see them in print; and to follow the development of thoughts and ideas in the plot of a story.
- When children are **riding on toys** they are learning: strength, balance, coordination of large muscles of legs, torso, and arms; to use their energy in a constructive way; concepts of speed, direction, and location; to negotiate and take turns with others; to

solve problems; and self- confidence as they master skills.

- When children **scribble and draw** they are learning to: hold a pencil or pen and to control the pressure; eye-hand coordination; that their ideas have value; concepts of color, shape, and location; and sometimes how to express themselves with words to describe their drawing.
- When children **finger paint** they are learning: imagination and creativity; about color and how to form new colors; eye-hand coordination; and how to share ideas with others.
- When children are **playing with sand** they are learning: to develop their imagination and creativity; concepts of size and shape; how to use tools; how to solve problems; concepts of warm/cool, heavy/light, and wet/dry; how to play socially with others; and to observe change.

ANTI-BIAS PHILOSOPHY

Community Child Care Center demonstrates an ongoing commitment to integrate an anti-bias philosophy into every aspect of its program. Because children live in a diverse and complex world, they interact daily with people different from themselves. Anti-bias curriculum is a process to help children develop and strengthen their self and group identities, while interacting respectfully with others in a multicultural environment. Anti-bias curriculum is a proactive approach to reduce prejudice and promote inclusiveness. The teaching staff guides children to think critically about unfairness and stand up for themselves and others in the face of bias. The anti-bias approach is a developmentally appropriate teaching strategy that values diversity and challenges bias, rather than ignoring and therefore reinforcing children's misunderstandings of differences. CCCC strives to balance its unique institutional culture with the individual cultural interests of each family served. Respect for CCCC's diverse community is reflected in the curriculum, classroom environments, parent/teacher/child interactions, staff development, hiring plans, and program goals.

The center does (and does not do) many things in order to ensure that we are creating this anti-bias and inclusive environment. Some examples of these things are: not celebrating any particular culture's holidays or birthdays; representing many different kinds of families within our curriculum and books found in the classrooms; providing opportunities for children to experience different cultural activities and ask questions; and creating classroom environments where the children and families can find themselves in pictures on the walls, books, toys, and activities. We strive to create a program that truly welcomes and reflects the lives of our children, families, staff, and communities.

ANTI-VIOLENCE PHILOSOPHY

At CCCC, we believe that most hurtful behaviors are a young child's inexperienced attempt to meet his or her immediate needs. Our adult role is to create environments and support interactions which empower our young children to peacefully satisfy their needs and desires.

We define violence as any verbal, physical or emotional behavior that indicates a desire to hurt another person or material. In the absence of this apparent desire to harm, such behaviors are identified as hurtful behaviors rather than violent behaviors.

Specific to the realm of violence and non-violence, we understand that, beginning as early as age two, children are fascinated with the concepts of good and bad, and act out roles that depict these concepts. In our experience, these play activities are not intended to harm another person, or meet a personal need, but rather indicate an attempt to experiment with power and the behaviors associated with power figures. While we do not interpret these activities as desiring to hurt, we understand that the behaviors can be frightening to other children, or accidentally hurtful. We believe that all families have a right to enjoy a safe and protected environment. For these reasons, we actively prohibit the bringing of certain items to the Center such as weapon facsimiles or other toys that suggest or promote these activities. We actively seek out alternate ways for children to experience being powerful. Being the teacher's helper, having special jobs (carrying the clipboard to the next activity, showing younger children how to do things, etc.) or redirecting a potentially fear-producing activity (such as gunplay) to stimulate a powerful helping activity, such as being a firefighter, offer such opportunities.

A primary focus of all curriculum activities across all ages is to teach positive, non-hurtful conflict resolution. Such curriculum planning includes role-play activities to demonstrate problem solving scenarios, and encouraging children to "use their words" and "use gentle touches". Staff members also model positive, non-hurtful conflict resolution. We expect all adults, including parents and caregivers, to model this kind of behavior and follow these anti-violent standards in any interactions with children and staff at CCCC.

In accordance with our anti-violence philosophy and with Principle Five of our Child Guidance and Discipline policy, spanking or striking a child in any way is not permitted at CCCC (that includes anywhere in the building, on the playground, or directly outside of the building) by staff, parents, or caregivers. Even if physical discipline is practiced at home, at CCCC we tell the children that hitting is never allowed here. In order for us to maintain consistency, this means that hitting is not permitted for anyone, including adults.

TODDLER PROGRAM

The Toddler Program serves children 16 months to 33 months. The toddler children remain in the same classroom with the same group of children and teaching staff until a child is old enough to transition to the younger preschool room. CCCC's toddler ratio is 5:1 (for every 5 children there is 1 adult), exceeding minimum state licensing requirements, thus allowing more time for nurturing one-on-one relationships between the teacher and child. The capacity for the toddler room is 14 children. The ratio is maintained during indoor, outdoor, and field trip activities.

The schedule is designed to meet each child's needs as well as the needs of the group. Nap time, meal times, and diapering times are fixed. Free-play, activities, large motor, and transition times are flexible. A daily schedule is posted in the classroom. The classroom teachers change the equipment in the classroom every five weeks to provide children with a variety of age-appropriate toys and equipment to engage with during child-initiated playtime.

All teacher-initiated activities are optional, but children are encouraged to participate and experiment with new activities. Teachers use a number of strategies and activities to encourage

growth and development, including: playful interactions, songs, stories, positive reinforcement, direction, redirection, and modeling of appropriate behavior. Teachers develop curriculum on a weekly basis focusing on a variety of areas of development and using the Creative Curriculum/Teaching Strategies GOLD Objectives for Learning as a guide. The program focuses on a variety of age-appropriate goals and skills including: self-help, independence, peer interaction, self-control, positive problem solving, age-appropriate health and safety habits, and using emerging language to communicate needs and feelings and express emotions in a healthy way.

Daily communication between teachers and parents/caregivers happens through conversation and written daily notes, which provide information on activities, mood and behavior, diapering, meals, and napping.

YOUNGER PRESCHOOL ROOM

The Younger Preschool Program serves children 33 months - 4 years old. The younger preschool children remain in the same classroom with the same group of children and teaching staff until a child is old enough to transition to the older preschool room. CCCC's younger preschool ratio is 7:1 (for every 7 children there is 1 adult), exceeding minimum state licensing requirements, thus allowing more time for nurturing one-on-one relationships between the teacher and child and small group activities. The capacity for the younger preschool room is 14 children. The ratio is maintained during indoor, outdoor, and field trip activities.

The preschool schedule and curriculum are designed to add more structure while minimizing transitions. The daily routine consists of teacher-initiated activities, large group times, quiet reading, free play and child-initiated activities, large motor, meals, nap, and clean up. The classroom teaching team changes the equipment in the classroom every five weeks to provide children with a variety of age-appropriate toys and equipment to engage with during child-initiated free play. The daily schedule is posted in the classroom.

Large group activities increase the child's attention span and listening skills while developing confidence in a group setting by enhancing social and emotional skills. Teachers develop curriculum on a weekly basis, focusing on a variety of subjects and using the Creative Curriculum/Teaching Strategies GOLD as a guide. Preschool teachers use a number of strategies and activities to encourage growth and development, including: playful interactions, songs, stories, positive reinforcement, direction, redirection, and modeling of appropriate behavior. The younger preschool room also uses a Second Step curriculum which focuses on social and emotional development.

The younger preschool program focuses on the age-appropriate goals of expanding social skills, independence, problem-solving skills, health and safety habits, and puts strong emphasis on helping children recognize and verbalize emotions.

OLDER PRESCHOOL ROOM

The Older Preschool Program serves children 4 - 5 years old. The older preschool children

remain in the same classroom with the same group of children and teaching staff until a child is old enough to transition to kindergarten. CCCC's preschool ratio is 8:1 (for every 8 children there is 1 adult), exceeding minimum state licensing requirements, thus allowing more time for nurturing one-on-one relationships between the teacher and child and small group activities. The capacity for the older preschool room is 16 children. This ratio is maintained during indoor, outdoor, and field trip activities.

The older preschool schedule and curriculum are designed to assist in preparing children for kindergarten. The program continues to build off of our younger preschool goals of adding more structure while minimizing transitions. The daily routine consists of teacher-initiated activities, large group times, free play and child-initiated activities, reading, writing, science, math, large motor, meals, rest, and clean up. The daily schedule is posted in the classroom. The classroom teaching team changes the equipment in the classroom every five weeks to provide children with a variety of age-appropriate toys and equipment to engage with during child-initiated free play.

Large group activities increase the child's attention span and listening skills while developing confidence in a group setting by enhancing social and emotional skills. Teachers develop curriculum on a weekly basis focusing on a variety of subjects and using the Creative Curriculum/Teaching Strategies GOLD as a guide. Preschool teachers use a number of strategies and activities to encourage growth and development, including: playful interactions, songs, stories, positive reinforcement, direction, redirection, and modeling of appropriate behavior.

The older preschool program focuses on the age-appropriate goal of school readiness which includes: expanding social skills and positive interactions with peers, problem-solving skills, being able to pay attention and follow directions, finishing tasks and working independently, health and safety habits, and a strong emphasis on helping children recognize, verbalize, and control emotions. The older preschool room also uses a Second Step curriculum which focuses on social and emotional development and a Woven Word curriculum focusing on literacy development.

PARENT/CAREGIVER CONFERENCES

Parents/caregivers will be offered three conferences a year; in November, April, and July. These conferences will offer a time to discuss a child's growth and development as well as future goals. Parents/caregivers will receive a written assessment of their child's cognitive, physical, social, and emotional development. Parents/caregivers are more than welcome to request additional meetings with teachers throughout the year as needed.

GENERAL BEHAVIOR POLICY

At Community Child Care Center (CCCC) we create an environment that is developmentally appropriate, predictable, and stable. Some behaviors, such as tantrums, refusal to participate, and those that require individualized attention can be typical behaviors at various developmental stages. At CCCC, we know that children will have these behaviors at some point in their

development and it usually corresponds with times of stress. Typical stressful events can be:

- Life changes
- Times of parental absence
- Disruption of normal routine
- Over stimulation
- Illness
- Home environment stress
- Lack of Sleep

We make every effort to provide extra support to children facing these times of stress. In a typical developmental process these behaviors will cease when the stressor is no longer there or they have learned effective coping strategies.

In the event that a child is exhibiting the following behaviors over a prolonged period of time in a day and/or the intensity becomes excessive, a behavior plan will be implemented.

- A child repeatedly refuses to participate in necessary programs activities (hand washing, resting/napping, toileting, meals, or staying within sight and sound of the group) and they require one to one teacher assistance.
- A child becomes dependent on direct teacher assistance in order to cope with their typical emotional needs or to prevent unacceptable behaviors.
- A child displays age inappropriate tantrums that last longer than twenty-minutes and/or occurs more than three times in one day.
- A child needs to be separated from the group more than two times in one day.
- A child displays consistent hurtful behavior four times in one day.

The behavior plan is as follows. The parents/caregivers will be contacted to remove (**within one hour**) the child from the Center for the remainder of the day. This is not a discipline measure and will not be conveyed that way to the child. The child is having difficulty that day in our program and to remain in the program would be a negative experience for them. This would be communicated to the child by stressing we are trying to help them be successful in school, have a positive and safe experience, and that it is important to us that they enjoy being here. We can tell that being at school today isn't working and so a parent/caregiver is going to come and get them to give them the space they need.

The child also needs to leave to ensure that our quality of care for the other children is not compromised by continual one to one care for which we are not staffed. Within 48 business hours of being sent home, a meeting must be held with the parent/caregivers and teacher to discuss the circumstances surrounding the behavior. A child may not return until this meeting has been scheduled.

CHALLENGING/HURTFUL BEHAVIOR PLAN

Physically harmful behaviors such as biting, hitting, kicking, pinching, scratching, and hair pulling are typical behaviors for young children, especially toddlers. There are many reasons why young children hurt, including:

- Frustration
- Teething
- Anger
- Needing attention
- Anxiety/stress
- Impulsivity

- Tiredness/fatigue
- Exploration
- Defending property or space
- Lack of motor control
- Overcrowding
- Lack of social skills
- Over stimulation
- Lack of verbal skills
- Boredom
- Peer interaction
- Not feeling well
- Cause and Effect
- Lowered coping ability
- Hunger

At Community Child Care Center, we have a specific way of handling hurtful incidents. We acknowledge the feelings of the child who is hurting, while emphasizing that hurting is not an acceptable behavior, for example: “It looks like you are very angry with Jared, but it is never okay to hit another person. That hurt Jared’s body. That made him very sad!” We then try to help the child find a more appropriate way of expressing her/his anger: “If you are mad you can use your words to tell Jared, ‘I’m mad!’ Or you could stomp your foot if you are mad.” The child who was hurting is then redirected to an area away from the area where the hurting occurred. The child who was hurt is given the appropriate first aid when necessary. This process varies slightly between individual children and individual circumstances.

Because of confidentiality issues, no information about the child who did the hurting is given to anyone other than the parents of that child and the staff working with the child. If the child intentionally hurts or attempts to hurt another child or staff member more than four times in one day, the parent/caregiver will be contacted to remove the child from the center for the remainder of the day. This is not a discipline measure and will be conveyed in that way to the child. Through hurtful behaviors, the child is communicating that this environment is not working for him/her today. Continual and/or serious hurtful behaviors are not compatible with group care for a number of reasons. First, the safety and well-being of the other children needs to be protected. Second, this behavior requires a significant amount of one-on-one attention from the classroom’s primary teachers, and therefore effectively puts the classroom out of ratio. This puts a stress on the whole classroom, as teachers are not able to provide the other children with the attention that is essential for quality care.

If hurtful behaviors are identified by teachers as a recurring or ongoing pattern of behavior, the classroom teachers begin our Individual Child Assessment Procedures (9503.0055 Subpart 2), which includes communication between staff members and parents, while completing needed observations and interventions.

CHILD GUIDANCE AND DISCIPLINE

Community Child Care Center’s (CCCC) philosophy of child guidance and discipline embodies the Principles for Developmentally Appropriate Guidance established by the Minnesota Association for the Education of Young Children. Guidance and discipline is tailored to the developmental level of the children CCCC is licensed to serve, children 16 months – 5 years old (9503.0055, Subpart 1(B)) and follows the Department of Human Services, Licensing Rule 3.

PRINCIPLE ONE: Children are in the process of learning acceptable behavior

It takes individuals many years to learn appropriate ways to express strong emotions and interact appropriately with others. Young children are just beginning to learn these difficult personal and social skills. At CCCC, we ensure that each child is provided with a positive model of acceptable behavior (9503.0055, Subpart 1 (A)). Knowing that young children learn by repetition, teaching staff maintain daily routines and set clear limits with each group. This helps children to internalize these skills, but also provides for the safety of all children and staff persons (9053.0055, Subpart 1 (E)), as well as promotes the individual development of each child's self-help and self-control skills. These routines and limits are frequently discussed and defined with the children. Consistency, or knowing what to expect throughout the day, helps children develop a sense of trust and understanding of their environment.

PRINCIPLE TWO: An effective guidance approach is preventive because it respects feelings even while it addresses behavior

CCCC's daily scheduling, curriculum plans, classroom arrangements, developmentally appropriate activities, and staffing patterns are designed to be preventive, as they promote positive and enjoyable learning experiences that encourage respectful and trusting relationships between adults and peers.

PRINCIPLE THREE: Adults need to understand the reasons for children's behavior

Children do things to see what will happen. Children learn from such actions, and from others' reactions. At CCCC, appropriate and positive behaviors are recognized daily. Teachers respond to inappropriate or negative behavior by reasonably discussing the problem with the child and firmly redirecting the behavior by offering alternate words or behaviors that will encourage the child to express her/himself in more positive ways and therefore reduce conflict (9503.0055, Subpart 1 (C, D)).

PRINCIPLE FOUR: A supportive relationship between an adult and a child is the most critical component of effective guidance

Children who gain the understanding that they are valued and belong tend to develop positive self-concepts and have less need to act out against the world. CCCC staff makes every effort to build trusting, supportive relationships with each child enrolled in his or her classroom.

PRINCIPLE FIVE: Adults use forms of guidance and group management that help children learn self-control and responsiveness to the needs of others

Clear and positive verbal communication with the child is our primary guidance practice at CCCC. This form of guidance helps children develop a sense of independence, confidence, and competence in their own abilities to get along with peers and adults and to involve themselves positively in the educare room activities (9503.0055, Subpart 1 (A)). CCCC ensures that each child is provided with a positive model of acceptable behavior. Teaching staff model language and appropriate ways for the children to express their feelings and emotions. All children are encouraged to "use words" to explain what they want, what they need, and how they feel. Teaching staff will give children specific and appropriate words to use and therefore teach them

how to use acceptable alternatives to problem behavior in order to reduce conflict (9503.0055, Subpart 1 (A, D)). Positive problem-solving skills include adults: narrating what is happening, suggesting optional behaviors to children before a “mistaken behavior” occurs, and following through with necessary re-direction and acknowledgement of successful problem-solving situations.

Corporal punishment, the use of verbal or emotional threats, shaming or name-calling, ostracism, making derogatory remarks about a child or child’s family, or using language that threatens, humiliates, or frightens the child are never used in this program and are not legal responses by adults in any child care program. A child shall never be punished for lapses in toileting. Staff will NEVER use mechanical restraints such as tying. Any such behavior by any staff member is just cause for immediate suspension and/or termination from employment. (9503.0055, Subpart 3 (A, B, D, &G))

Licensing Rule #3 guidelines extend this definition to include as unacceptable: rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, and spanking. Whether physical contact is a slap or a tap is irrelevant if the intent was punitive (9503.0055, Subpart 3 (A)).

CCCC staff strives to meet Rule 3 requirements by providing immediate and directly related consequences for a child’s unacceptable behavior (9503.0055, Subpart 1 (F)). Setting a limit of expected behavior (ex. keep water in the water table), and defining consequences if behavioral expectations are not met (if you continue to pour water on the floor, you must leave the water table) provides immediate consequences related to unacceptable behaviors. Consequences must never include deprivation of nap, comforts, outside play, food, light, warmth, clothing, or medical care. Staff will not use untimely consequences that refer to earlier misbehavior (9503.0055, Subpart 3 (E)).

In a guidance situation, teaching staff will narrate what is happening so that the child, other children, and other adults are fully aware of what is happening: “I’m helping you keep your body safe,” or “You hit _____ I will sit with you until I know it is safe for you to play,” or “I don’t feel safe when you are throwing toys. I will sit with you until my body feels safe.” CCCC prohibits the use of physical restraint other than to physically hold a child where containment is necessary to protect a child or others from harm. Use of physical restraint for children with developmental disabilities is subject to the requirements in Rule 40. A staff person must be properly trained and may only use restraints as stated in Rule 40. (9503.0055, Subpart 3 (F))

When necessary, a child may be removed from a group activity for a short (3 to 5 minute) separation period, but is never isolated out of view or sound of a teacher. A child who is separated from the group must remain within an unenclosed part of the classroom where the child can be continuously seen and heard by a program staff person. Rule 3 Licensing guidelines mandate that separation may occur ONLY after teaching staff has tried less intrusive methods of guiding the child’s behavior which have been ineffective and the child’s behavior threatens the well-being of the child or other children in CCCC (9503.0055, Subpart 3(C) and 4 (A, B, C). Separation involves a teacher explaining the behavior and situation to the child, usually on a couch or in the “quiet space.” When separation from the group is used as a

behavior guidance technique, the child's return to the group must be contingent on the child's stopping or bringing under control the behavior that precipitated the separation. **This practice is rarely applicable to toddlers; children 16 months or under must not be separated from the group as a means of behavior guidance.** The child may return to the group activity as soon as the behavior that precipitated the separation abates and the child is perceived by the teaching staff not to be harmful to her/himself, other children, or staff. A child's separation for unacceptable behavior is recorded on a daily log, and parents/caregivers are notified whenever a child needs to be separated three or more times in one day, five times or more in one week, eight or more times in a two-week period. Individual child separation logs are placed in the office. In the event of requesting intervention from an outside source, such documentation is required before agency visits are authorized. (9503.0055, Subpart 5)

PRINCIPLE SIX: Adults model appropriate expression of their feelings

Because children are just beginning to learn complicated social skills, both with their peers and the adults who care for them, adult-child interactions can be challenging. CCCC strives to instill in all of the adult staff how important it is to attend to the needs of the distressed child first, request more information before making hasty judgments, then talk with both children to resolve the situation, all while monitoring their own mood and being aware of the adult's impact on the effectiveness of the interaction.

PRINCIPLE SEVEN: Teachers continue to learn even as they teach

CCCC encourages the teaching staff to ask for assistance from the Center Administrators when they observe a child exhibiting a behavior that creates concern. The assistance may be in the form of direct observation of the team's teaching strategies and classroom management skills, or documentation of child classroom behaviors with parent/caregiver consent.

Specific to the child separation situations described in **PRINCIPLE FIVE**, teachers also request assistance from parent(s)/caregiver(s). Since the program is responsible for the well-being of all children in a large group setting, it is our policy to call for timely parent-teacher conferences if a child: needs to be separated three-plus times in one day, five-plus times in one week or eight-plus times in a two week period, requires more attention than is feasible in a group setting, or presents behavior that threatens to harm other children, self, or staff. Such persistent, unacceptable behaviors will be recorded, as will the Teacher's response to the behavior. This documentation then becomes a useful tool in preparing a plan to address the behavior with parents, caregivers, Teachers, and Center Administrators. The documentation is also necessary before observations from outside agencies will be authorized.

In the event that the CCCC program and staff can no longer adequately meet the individual needs of the child, the Director will set a date for the termination of child care services and will offer the parent(s)/caregiver information about alternative resources.

CONFLICT RESOLUTION POLICY

At Community Child Care Center, teachers use a guidance approach to handling conflicts

between children. In this guidance approach, teachers work to build encouraging classrooms that reduce mistaken behavior by holding developmentally appropriate expectations, using kind communication with children and adults, and teaching conflict resolution skills. Conflict resolution is a guidance technique used when a small number of children cannot resolve a conflict on their own.

A traditional approach to discipline may include a teacher reaction in which the “victim” is comforted and the “instigator” is punished or shamed into being nice. In this approach, neither child learns how to solve a problem or conflict; they do not learn an alternative positive behavior. The child who is shamed may internalize negative emotions which make it harder to behave appropriately in the future. If the teacher continues to view the child as “bad” or “unkind,” the danger of a negative self-fulfilling prophecy being ingrained becomes real. The child who is victimized also suffers. In this approach, he or she does not have the opportunity for justice beyond the comfort from the teacher. Too often, the victim stays a victim in the child’s own eyes and the eyes of others.

In a guidance approach, the teacher focuses on making both parties equal contributors to a peaceful settlement through conflict resolution. This applies to situations in which there may be a perceived victim and instigator or in situations where children disagree about how to play, argue over a toy, or argue with a teacher over a message given. In this approach, the teacher puts aside who is to blame and who is victimized and encourages all involved to see themselves as full citizens of the classroom community, capable of solving problems together and learning from their mistakes.

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms*. Washington, DC: National Association for the Education of Young Children.

Community Care Center teachers use the following conflict resolution steps:

1. COOL DOWN
 - Ask: “Are you ok?”
 - All party members (including teachers) take a moment to calm down
 - Bring situation to a workable level
 - This process takes out a bit of the emotional charge of the situation
2. IDENTIFY THE PROBLEM
 - Establish order
 - Agree on what the problem is
 - See if being hurt is part of the problem
3. BRAINSTORM SOLUTIONS
 - Allow children to come up with ideas
 - Teacher is still establishing order of speaking
4. GO FOR IT – LET’S TRY THIS
 - Decide on one solution
 - Try it.
 - Guidance talk/making amends
5. FOLLOW UP

- Monitor children as they try the solution
- Check in/validate/give more guidance if needed.

MANDATED REPORTING RESPONSIBILITY

In order to grow and learn, children's minimum needs for nutrition, shelter, medical care, bathing, clean clothes, intellectual stimulation, appropriate guidance, love and a feeling of connection must be met; all in a safe home and school environment. When these needs are not met, a child cannot grow and learn as easily.

CCCC expresses a commitment to providing an environment that encourages a child's safe growth and learning. We encourage you to talk with the Center Administrators if you feel that our staff is not meeting your child's needs. Should you have difficulty in providing for your own child's emotional or physical needs, you are encouraged to ask for help. Our staff can help you find a community resource, which can offer assistance. A Community Resource Binder is located outside the center office and includes contact information for organizations that may help in times of crisis. Some 24-hour community resources which can help you when you find that you are experiencing more stress than you can handle, include:

- 24 Hour Crisis Phone Line (612) 379-6363
- Hennepin County Child Protection (612) 348-3552
- Ramsey County Child Protection (651) 266-4500

Should we feel your child's needs are consistently not being met; our staff will work with you to identify your child's needs and assist you in meeting those needs.

If you are temporarily unable or unwilling to meet your child's minimal needs, as described in the first paragraph of this section, our staff is mandated by Minnesota State law to file a report with a county child protection agency. It then becomes the role of the child protection unit to work with your family to ensure that your child's needs are being met.

As mandated reporters, CCCC staff are required to make a report if there is reason to believe or suspect that a child is being neglected or abused, or has been within the past three years. All child care staff is required by Minnesota law to report any suspected incidents of child abuse or neglect to appropriate authorities. Striking a child hard enough to leave a mark is considered child abuse in Minnesota. If a member of CCCC staff notices this kind of mark on a child's skin, it will be reported, first to the Director, and then to the appropriate authorities.

CAR SEATS: Driving a child who is not safely buckled in a car seat in the back seat is considered neglect in the state of Minnesota. If a member of the CCCC staff witnesses this neglect, they are mandated to report it.

Minnesota Law requires a child who is both under age 8 and shorter than 4 feet 9 inches to be fastened in a child safety seat or booster seat that meets federal safety standards. Under this law, a child cannot use a seat belt alone until they are age 8 or 4 feet 9 inches tall – whichever comes first. It is recommended to keep a child in a booster based on their height, rather than

their age.

www.buckleupkids.state.mn.us gives more information on child passenger safety and Minnesota Law.

TOUCH AND NURTURING

Physical touching is an important part of the care and nurturing of young children. Children feel loved, accepted, and supported through the sensations of touch by nurturing adults and peers. However, physical touch should be respectful of children's body cues and only occur with their permission.

Staff members are trained to be sensitive to children's responses and requests for physical interaction, and they model appropriate nurturing touches.

Except for safety or cleansing, children will always have the right to refuse touch. Children are also taught to respect adults' and other children's touch preferences.

It is our policy to inform parent(s)/caregiver(s) of the nature and type of routine physical contact that your child will experience. Please feel free to discuss or question anything you read in this document.

Nurturing touch is necessary for every child's emotional growth. Affectionate nurturing includes: hugging, holding, sitting on lap, rocking, carrying, rubbing or patting backs, cuddling, and hand holding.

Personal care touch includes diapering, cleaning, dressing, feeding, and naptime routines, and is done in a gentle and respectful manner. It will also include face and hand washing, assisting with toileting, examining rashes and unusual marks, nose blowing, and assisting with necessary clothing changes.

Genital areas are gently touched for purposes of cleansing and only when age appropriate.

First aid is administered by appropriately trained staff as gently as possible and always accompanied by verbal explanation and appropriate comfort.

Physical intervention occurs when necessary for the safety of children and staff, or to provide the least restrictive guidance necessary in a given situation (ex. helping children rest quietly on their cots during naptime)

Children are taught through modeling and verbal guidance to use words rather than physical interaction to settle their differences with others. Teaching them self-control and the ability to handle conflict on their own in an appropriate and acceptable way increases self-esteem and promotes children to think about ways to problem solve successfully.

SPECIAL NEEDS

Parents/caregivers have the responsibility to inform the center when their child has any special medical conditions, needs, or allergies so that we can provide appropriate care and support.

If your child has a special need and is (one or more of the following):

- Eligible for care management through the state and has an Individual Service Plan (ISP),
- Receiving services through the local school district and has an Individual Education Plan (IEP),
- Determined by a licensed physician, psychiatrist, psychologist, or consulting psychologist to have a condition related to physical, social, or emotional development, you will be asked to share the ISP and/or IEP with us. In addition, state licensing regulations require us to develop an Individual Child Care Plan (ICCP) with you that will assist us to meet your child's needs.

This plan must be signed by you and your child's source of licensed health care as listed above and reviewed annually to assure that necessary modifications are made to the plan of care.

If the special need requires that our staff be trained to perform a new skill, we will ask that you help us arrange for this training.

SPECIAL NEEDS INCLUSION AND ASSESSMENT POLICIES

CCCC INCLUSION POLICY

CCCC believes that all children should learn together in environments that provide special services, supports, and supplements for all children as needed. CCCC also believes children should be guided by well-trained professionals. We strive to meet the individual needs of each child who receives care from our programs. We are dedicated to working with families and outside agencies to meet the needs of a child who may have some special needs. Special needs may include: autism, deafness, deafness-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment (health problems), emotional/behavioral disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairment. CCCC will do everything it can to make reasonable accommodations. If we are not able to make these accommodations, as it would not be financially feasible or within our program's ability, we will not be able to provide services. In these situations, we will provide families with needed resources to find programs that would be able to accommodate the child.

ASSESSMENT DEFINITIONS AND PROCEDURES

Assessments serve the general purpose of evaluating children's skills, strengths, and capabilities. Based on the assessments, programs are able to make decisions about children's eligibility for special education and related services, as well as assist in preparing the children's ongoing education plans.

Assessments are done through:

1. **Initial observations** made and documented by center staff, including but not limited to

those documented in Teaching Strategies: GOLD

2. **Initial assessment using MPSI-R** completed by center staff.
3. **Screening** to identify potential concerns or delays completed by an outside service.
4. **Diagnosis** to provide information about the nature of the concern and the extent to which a child will need assistance. This is also completed by an outside agency.

CENTER'S ROLE

- Provide high-quality curriculum, which is carefully planned, with individualized interventions when needed.
- Plan appropriate activities and interactions for children.
- Establish an environment consisting of appropriate materials.
- Complete initial observations and assessments of children.
- Try a variety of different methods in working with areas of concern.
- Accommodate Transportation Needs (If services are needed from an outside source such as the Roseville or St. Paul public schools and that source provides school bus transportation, CCCC staff will bring the child to and from the bus stop.)

PARENT/CAREGIVER'S ROLE

Family involvement is especially critical to our inclusion and assessment policies and procedures. Families make the primary decisions about services that their children need.

- Work in collaboration (interact, discuss problems, brainstorm together, share concerns, and experiences) with the center staff to complete Individual Child Care Plan and all assessments, screenings, and diagnosis.
- Work with outside services to complete ICCP's and other needed assessment paperwork.
- Follow through with components of family's responsibilities as outlined on ICCP or other assessment documentation.

OUTSIDE SERVICE'S ROLE

- Complete formal assessments of the children in the classroom to identify special needs.
- Monitor children's progress on a continuous basis.
- Work collaboratively with center staff to identify needed accommodations, modifications, and interventions.
- Maintain communication with families.

Outside services are provided by Help Me Grow – a collaborative effort of different agencies that serve young children (infants through preschool aged children) in need of special education or other community services. Help Me Grow connects CCCC families and staff with qualified professionals from Think Small or surrounding school districts depending on a child's needs and the parents/caregiver's preference and desires. These services as well as those provided through Think Small and the surrounding school districts are free. Either CCCC staff members or families can set up initial contact with Help Me Grow; this is up to the family. CCCC office staff can provide alternate contact information for families living outside of Ramsey County. Feel free to **contact Help Me Grow at (866) 693-4769 or helpmegrowmn.org** for more information as well.

PARENT/CAREGIVER INVOLVEMENT

CCCC requires that all parent(s)/caregivers(s) participate in involvement activities. Each family must fulfill a specified number of hours per semester; 2 hours for part time enrollment and 4 hours for full-time enrollment. These activities are vital to the environment and operations of the center and help to form a sense of community between a child's school and family. The Staff and Parent Involvement Coordinator determine which activities to offer as parent involvement.

PARENT/CAREGIVER INVOLVEMENT ACTIVITIES

There are a variety of ways for parents/caregivers to fulfill their parent involvement requirement. Some of these options include weekly laundry, cleaning of the classrooms, and playground maintenance. Parents/caregivers can also volunteer on a fundraising committee, on a field trip, or at a center event. Options will change as the need arises. Parents/caregivers may refer to the parent-info board as well as talk to the Center Office about options in need of completion. Involvement hours **must** be completed within one week after finals week of each semester. Arrangements may be made with the Center Office to complete Parent/Caregiver Involvement hours.

PARENT BOARD OF DIRECTORS

The Parent Board of Directors is a volunteer board consisting of parents and caregivers of enrolled children at CCCC. Members are elected once a year and are nominated and voted into office by the entire Class A parent/caregiver population (University of Minnesota student parent families).

Members of the board have many important jobs. They represent the entire parent/caregiver population, making decisions on policies, procedures, finances, expenditures, and other such issues. They also help in the hiring of a new director.

The parent board holds meetings once a month. Members will distribute agenda topics as well as meeting minutes informing parents/caregivers/staff of decisions made during the meetings. Parent board meetings are open to all CCCC members and staff. At times, meetings will be closed for confidentiality reasons. In this case, this will be stated on the posted meeting agenda. All information regarding the board can be found on the bulletin board outside the office.

The board should consist of a:

- Chair
- Vice-Chair
- Secretary
- Treasurer
- Fundraiser
- Parent Involvement Coordinator
- Personnel Representative
- University Liaison
- Public Relations Coordinator

Job descriptions for officers can be found in our bylaws. For all other board positions, job descriptions are available upon request.

BYLAWS

Community Child Care Center has bylaws which outline general operation. These bylaws are posted on the bulletin board outside the office and are available at your request.

MEMBERSHIP

Upon enrollment families become a member of Community Child Care Center. Members are classified as class A or B. Class A members have a primary caregiver as a student at the University of Minnesota and these families are entitled to one vote. Class B members do not have a primary caregiver that is a student at the University and thus have no voting rights unless serving on the Parent Board of Directors. If for some reason a family wishes to opt out of membership please come to the office to complete a form.

VISITORS

ADULT VISITORS

Many visitors want to observe or participate in the program in a variety of ways. We receive many types of requests for visitations. It is a policy requirement that all visitors except parents/caregivers of enrolled children must sign in with the office and wear a visitor tag. Further policies related to the specific type of visitor include:

Parents/caregivers of enrolled children: The CCCC “open door” policy invites parents/caregivers to visit or observe the program at their convenience within CCCC’s hours of operation. It is advisable to check first with your child’s teachers, as a visit may sometimes be difficult for your child.

Potential waiting list parents/caregivers: The parent(s)/caregiver(s) must schedule time to visit in advance by calling CCCC. Parents/caregivers must sign in with the Director and wear a visitor tag. Questions related to the waiting list should be directed to CCCC’s Director.

Special educational and/or individual visitations: Sometimes it is necessary to plan individualized tours and informational visits due to the nature and purpose of the visit. Examples of these visitors include: student interns, researchers, members of the media, potential employees, faculty and student groups, in-service observers, visiting scholars, and maintenance workers.

NON-ENROLLED CHILDREN AND TEENAGE VISITORS

School age children: A child under the age of 16 years who has attended a kindergarten program is, by state Rule 3 child care licensing standards, “considered a school age child and cannot be present in the child care center unless the program is licensed for school age children.” The only exceptions here are when the child accompanies the parent/caregiver or

staff person into the classroom to drop-off or pick-up an enrolled child. School age children may visit the facility if they are supervised and accompanied by the parent/caregiver or other authorized adult at all times, but they cannot be present in child care program areas of CCCC during operation hours while children are present.

Teenagers over the age of 16: If a teenager requests to participate in the program, prior approval by the Director and the Teachers is required. They must wear a name tag and their name must be written in the weekly staffing schedule. A volunteer who is not counted in the ratio may be between the ages of 13 to 18 but cannot be left alone with the children and must be closely supervised at all times by a teacher.

Preschool age child: A child who has never attended kindergarten is, by state licensing standards, defined as a preschool age child. Visits must not exceed 1/2 hour and must have prior approval of the Director and Teacher. The parent/caregiver or other authorized adult designated by the parent/caregiver must accompany and supervise the child at all times, since that child is not legally enrolled and thus may not be cared for by CCCC staff.

CCCC RESERVES THE RIGHT TO DENY VISITATION TO ANY ONE AT ANY TIME FOR THE PURPOSE OF PROTECTING THE RIGHTS OF CHILDREN, PARENTS, AND STAFF AND ITS PROGRAMMATIC INTEGRITY.

FINANCIAL INFORMATION

CCCC requires payment in advance of services provided. A copy of CCCC's current fee schedule is available upon request. The fee schedule details CCCC's sliding fee scale and weekly tuition rates. Payments are due the Friday before the first day of a two-week service period according to the posted schedule. If these dates fall on a day when your child is not in care you must make arrangements for your payment to be on time. Arrangements are made on an individual basis for families that receive county assistance or grants for child care.

INCOME REPORTING

Proof of income is reported three times a year on our sliding fee application. This application is only for University of Minnesota students and CTC residents.

Income source is defined as:

- Earnings from employment before taxes
- University funding for child care
- STRIDE, Title XX or any state/county sliding fee funding
- Veterans benefits, social security
- Public assistance, food stamps
- Any other monies or products supplied by a State, Federal, or foreign government agency (exclusive of loans)
- Alimony or child support

- Earnings on investments of savings accounts
- Any other income sources

A copy of your tax reporting form, pay stubs, or other proof of income may be requested and required.

Each semester, you are asked to submit a **SLIDING FEE SCALE APPLICATION FORM** in order to have your fee assessed at lower than the highest rate. If your gross annual income places you in the highest category, it is not necessary to submit this form. If your family is placed at a Step 1 or Step 2, failure to comply with the due dates of the semester **SLIDING FEE SCALE APPLICATION FORM** update will result in you being charged at the highest rate for your child's area of enrollment until this form is turned in.

If a family moves in or out of CTC, has a change in student status, or their step level changes for any other reason, they must report this change to the director within 30 days. The center will not reimburse more than 30 days of overpaid tuition. Any credit due will be reimbursed as a tuition credit spread over the course of one semester. A family who underpaid due to an unreported change in status will be charged the unpaid amount as tuition due.

PAYMENT POLICIES

CCCC is a non-profit University associate, which relies on parent/caregiver tuition fees for most of its operating expenses. Therefore, it is essential that fees be paid promptly and regularly.

Fees are based on enrollment schedule rather than on actual attendance. Sick days, vacation days, holidays, staff development days, **and emergency closings** are considered to be part of the enrollment schedule.

Billing is due every other Friday. Bill statements are placed in the child's mailbox on the Monday or Tuesday before tuition is due. If special circumstances occur and you cannot follow the fee payment policy, discuss this matter with the Director immediately. Any payment turned in after closing on the Friday it is due will be considered late. A \$10.00 late charge will be applied to your account if we have not received payment by the next billing cycle (one week). If you have discussed your situation with the Director the \$10.00 late charge will not be applied.

Payment must be made by check or money order payable to CCCC. Cash or credit card payments will NOT be accepted. Deposits of your payments will be made twice a month; on the 15th of every month (or the closest business day to the 15th) and on the last day of the month (or the closest business day to that date).

If two billing periods pass and no payments have been made by the next billing disbursement (and you have **not** discussed this matter with the Director), the Director will communicate with you and offer the option of a payment plan. Once a payment plan is created, you will be required to follow the plan. If payments are not being made on a regular basis (based on the payment plan), an additional late charge of \$20.00 per month will be added to the full amount. If a payment plan is not created and you have **not** discussed this matter with the Director,

termination of child care services may result. The director will attach a letter to this new bill letting you know you need to pay the full amount to avoid termination. **If amount is then still not paid and no contact has been made to discuss this matter with the Director**, services will be terminated. If termination is determined you will be notified by letter in your child's mailbox. If you have concerns that you wish to express about the termination decision, you are able to follow our Grievance Procedures listed in this handbook.

On the last day of your child's care at the center you will be asked to sign a form if you have an outstanding balance. This balance must be paid in full within thirty days of your child's last day at the center. Additional late charges of \$20.00 per month will be added if full amount is not paid within the thirty days. Families that do not pay their outstanding debts will be sent to a collection agency.

Checks may be deposited in the drop box next to the Director's office. Your check will serve as your receipt or you may request a paper receipt.

At the end of each calendar year, Community Child Care Center will complete a payment summary for each family for tax purposes.

NON-SUFFICIENT FUNDS CHECKS

There will be a \$35.00 charge made for any check returned by your bank for insufficient funds. Families will be notified of this and must pay the full amount due immediately. Upon receipt of a second NSF check, all future child care tuition payments must be paid by cashier's check or money order.

SERVICE CHARGES/ PENALTIES

In addition to the finance charge which is assessed when parent/caregiver fees are not paid in a timely fashion, CCCC has found it necessary to impose service charges or penalties in other situations of parental non-compliance with CCCC operating policies.

The additional charges CCCC will assess are as follows:

1. A check returned for non-sufficient funds--\$35.00
2. Late pick-up charge--\$1.00 per minute the first and second time in a semester, \$2.00 per minute the third time in a semester, and \$10.00 per minute plus possible termination of child care on the fourth time during the semester.
3. Failure to respond to the third request that you provide diapers for your child--\$10.00
4. If for any reason you are sent to collections for non-payment, an additional fee will be applied to your account to cover reasonable costs for collections and attorney fees. This amount will be determined in cooperation with the collection agency.
5. Loss of Key Card of Fob--\$12.00

MEDICAL EMERGENCY LEAVE OF ABSENCE POLICY

In the event that a child enrolled at CCCC becomes seriously ill with a medical condition expected to prevent attendance for at least two weeks and documented by the child's health care provider, the family may petition the board for special consideration such as breaking the child care contract without penalty with the option to be placed at the top of the waiting list to return the following semester.

SUMMER LEAVE OF ABSENCE POLICY

A child enrolled for at least one prior semester may take an extended leave (8 weeks exactly) during the summer semester from Community Child Care Center, provided that a Leave of Absence fee is paid. This policy does not apply to vacations of less than 8 weeks. After the 8 week leave, families pay full tuition for the enrollment spot being held, regardless of the child's attendance.

When a family chooses to take a leave of absence for the summer, they must first let the center director know what spot they would like to hold for the child's return. The leave of absence fee is therefore based on the spot the center is holding for the child. This also applies to a family who currently has a full-time spot and plans to take a part time spot for 8 weeks of the summer. The family will pay a fee based on the spot the center is holding.

The fee is a set percentage of tuition the family would pay if they stayed at the center during the summer. The fee must be paid in full before the end of the summer semester in order to enroll the child in the fall semester. A family may choose to pay the entire fee up front or to pay a portion of the fee throughout the summer semester.

The deadline to notify the director about a Leave of Absence is April 1st.

The fees are as follows: Families will pay 25% of the tuition that would otherwise be paid during the leave of absence.

Example 1: A family pays \$262 a week for full time child care. The family will take a leave for 8 weeks of the summer. The family therefore pays 25% of the total cost for the 8 week leave.

$$\$262 \text{ a week} \times 8 \text{ weeks} = \$2096 \quad 25\% \text{ of } \$2096 = \$524$$

The family therefore owes \$524 as a leave of absence fee for the 8 week leave.

Example 2: A family pays \$174 a week for a MWF spot. The family will take a leave for 8 weeks of the summer. The family therefore pays 25% of the total cost for the 8 week leave.

$$\$174 \times 8 \text{ weeks} = \$1392 \quad 25\% \text{ of } \$1392 = \$348$$

The family therefore owes \$348 as a leave of absence fee for the 8 week leave.

Example 3: A family pays for full time care during the school year. The family would like MWF care for 8 weeks of the summer but full-time care in the fall. The family will therefore pay for a MWF spot during 8 weeks of the summer and will also pay 25% of the TTH spot the center is holding for them so that they can have a full-time spot after the 8 week leave.

$$\$117 \text{ a week for TTH care} \times 8 \text{ weeks} = \$936 \text{ 25\% of } \$936 = \$234$$

The family therefore owes \$234 as a leave of absence fee for the 8 weeks. They will also pay tuition of \$174 a week for MWF care.

If families are unsure about fall enrollment, it is better to overestimate than be left without a spot. If a family designates MWF for fall and later discovers they need M-F, the MWF will be the only spot available.

FINANCIAL ASSISTANCE

Various child care assistance or subsidy programs are available to help qualified families pay for their child care arrangements. In order to determine if your family qualifies for any of these programs, please call the following numbers:

In Minneapolis call: 641-6665	Think Small (651)
Care Subsidy Information	Hennepin County Child (612) 348-5937
In Saint Paul call: 641-6665	Think Small (651)
Community Human Services	Ramsey County (651) 266-4444

The Student Parent HELP Center at the University of Minnesota offers a variety of financial assistance programs for child care to undergraduate students.

The SPHC office is located at:

24 Appleby Hall
128 Pleasant Street S.E.
Minneapolis, MN 55455
(612) 626-6015
sphc@umn.edu
8:00 a.m.-5:00 p.m., M-F
Website: <http://www.sphc.umn.edu>

In counties other than Hennepin or Ramsey, call your local county social services office for child care financial assistance information.

CHILD CARE ASSISTANCE GRANTS

There are a number of Child Care Assistance Grants available through the Student Parent HELP Center and other private organizations. If you are anticipating applying for and / or receiving a grant please speak with the Center Director immediately. The Center will not be able to reimburse any payments made prior to receiving the grant funds. We are able to make alternative payment options while waiting for grant notification or funds to arrive. If you have any questions about these procedures please speak to the Center Director.

WITHDRAWAL OF CHILD CARE SERVICES

PARENTAL NOTICE OF TERMINATION OF CARE

Enrollment is completed on a semester basis (fall, spring, summer). Prior to the start of each semester families will be asked to complete an enrollment request form for the following semester. If this is not completed CCCC will assume you wish to terminate child care at the end of the current semester. Once all requests are processed, families will receive a contract outlining the enrollment option and tuition costs for the upcoming semester. Signing this contract holds your child's spot for the entire semester and thus families are responsible for the tuition cost for the entire semester. If the contract is not signed and returned by the due date, CCCC will assume you wish to terminate child care at the end of the current semester.

If a family decides to terminate child care in the middle of the semester, they will still be required to pay the remaining amount due to cover the cost of the entire semester. The director may attempt to fill a child's spot with a family on our waiting list, making the contract null and void. However, this option is not always available and not a guarantee.

All fees for child care services must be paid **on or before** the child's last official enrollment day at CCCC. If full amount is not paid within thirty days of departure a \$20.00 late charge will be applied. According to our payment policy, families that do not pay their outstanding debts will be sent to a collection agency. An additional charge will be applied to these accounts to cover reasonable costs for collections and attorney fees.

When families leave the center, we encourage parents/caregivers to complete a departure evaluation survey on or before the child's last day. The office will provide families with these evaluations. Teachers will make every effort to make your child's last day at CCCC very special for your child and your family.

PROGRAM NOTICE OF TERMINATION OF CARE

In the event that any of the following situations occur, child care services may be terminated at CCCC.

1. Non-payment of fees by parent/caregiver or legal guardian.

2. Willful misrepresentation of declared gross family income.
3. Failure to provide the required health, immunization and/or emergency information.
4. Abusive behaviors and/or verbal threats toward staff, children, other parents, caregivers, or property.
5. Inability of CCCC staff to care adequately for or meet the child's needs, such as child demonstrating prolonged behavior that is harmful to self or other children.
6. Lack of cooperation from parents/caregivers or legal guardians with the program's efforts to resolve differences and/or to meet the child's needs through parent/staff meetings or conferences.
7. Chronic lateness in picking up child.

LATE PICK-UP POLICY AND PENALTY

LATE PICK UP POLICY

CCCC closes at 6:00p.m. every day. Please plan to pick up your child with enough time to dress for weather or allow children to disengage in play so that by 6:00 p.m. you are all ready to leave the center. A **per child** late fee is charged anytime a parent/caregiver arrives after 6:00p.m. to pick up their child(ren).

The definition of "late arrival" is entering your child's classroom after 6:00 p.m. We will not charge until 6:05p.m. due to possible clock differences.

Late arrival is documented on the daily parent/caregiver sign-in and sign-out sheet and also on a separate late arrival form. The parent/caregiver is required to initial the form when he or she arrives and the teacher will enter the time.

The late pick-up penalty amount will be added to your billing statement. See Late Pickup charges.

The late pick-up penalty may be appealed to CCCC's Director within 5 program days of issuance of the billing statement.

Part-time children on a morning-only schedule must be signed out by 12:20 p.m. for toddlers and 12:35 p.m. for preschoolers or the late pick-up penalty will be enforced.

If your child is picked up late 4 times during the semester (without first clearing circumstances with the Director) the Director will be notified and this may be cause for termination of child care services

UNAVOIDABLE DETENTION

In the case of car malfunction, traffic jam, snow storm, etc., it is expected that you would be in contact with CCCC by 6:00p.m. In the meantime, we try to reach by phone a person listed on

your emergency card.

Please call if possible when you know you will be late. A late pick-up charge will be assessed but we will not worry about you and will be able to reassure your child regarding the time you will arrive.

If we do not hear from you by 6:30p.m., an emergency situation will be assumed and the following policy will be implemented.

EMERGENCY SITUATION

In the event of sudden illness, accident, hospitalization, etc. and the parent is unable to contact CCCC, is unable to pick up the child, we have been unable to contact parents/caregivers or other responsible adults listed on the child's emergency card by 6:30 p.m., and no one has contacted us, we will assume an emergency situation exists.

We will then contact the University of Minnesota police and they will transport the child and a CCCC staff person or the Director to:

St. Joseph's Home for Children

1121 46th St East

Minneapolis, MN 55407

(612) 204-8250

This facility is equipped to deal with children in emergency situations.

CCCC's insurance policy does not allow staff to take children home with them.

LATE PICK-UP CHARGES

Late pick up charges are assessed on a "frequency per semester" basis.

1. First and second infraction per semester--\$1.00 for each minute.
2. Third infraction per semester--\$2.00 for each minute plus warning of termination due to chronic lateness.
3. Fourth infraction per semester --\$10.00 for each minute plus a notice of termination date due to chronic lateness.

The situation of a parent/caregiver incurring four late pick-up infractions in a semester is very rare. However, if it does occur, a termination date may be assigned. The parent(s)/caregiver recourse is to follow the CCCC Grievance Policy written in this handbook.

CONFIDENTIALITY POLICY

Community Child Care Center has an obligation according to the Minnesota Data Practices Act,

Minnesota Medical Records Act, Health Insurance Portability and Accountability Act, and Federal law relating to chemical health records, to safeguard protected family and staff member information. With regard for a family's/staff member's need and desire for privacy, staff members may never share with others the following information without written permission from parents/caregivers and/or staff members:

- Names, addresses, phone numbers, email addresses of children or family members. If a parent asks for contact information for another parent, a staff member may either make the connection for them or encourage them to leave a note for the parent in the child's mailbox. When we create the Center Phone Book, parents/caregivers must complete a permission slip in order for their information to be included.
- Medication Use forms will always be kept out of sight and not discussed with anyone except other staff members providing direct care for the child and/or administrative staff members.
- Health Care Summaries, Immunization Records, Insurance Information, Special Dietary Needs, Allergies, general details of who is ill, or Accident Reports. This means that staff members cannot tell a parent/caregiver that a specific child and/or staff member has an illness, does/does not have certain immunizations, caused an accident, etc.
- Participation of families in County Assistant programs, Head Start, or other human service programs.
- Results of informal or formal assessment screenings. Special Needs information including Individual Education Plan (IEP) and Individual Child Care Plan (ICCP) information.
- As much as possible, information about a child's day with other caregivers present.

All written information regarding a child, family, or staff member will be securely kept in the child care office. Child information is available to parents or legal guardians as needed and upon request. Staff members have access to their own information upon request.

GRIEVANCE PROCEDURE

Parents and caregivers are encouraged to discuss issues through regular conversations with the staff in order to resolve any issues before they rise to the level of a formal complaint. If you desire an official response to a comment or question, you may use the Paper Drop Box near the office door. Questions may be submitted anonymously, but this may prevent you from receiving an answer unless the Director feels the question and answer would be appropriate for center-wide distribution.

To protect the privacy of parents/caregivers, children and staff, every effort will be made to resolve complaints by involving as small of a group of people as possible. If possible, begin by expressing your complaint to your child's teacher. If your concerns are not satisfied, take your complaint to the next level.

If we wish to invoke the grievance policy as opposed to simply raising an issue in a conversation, please make this clear to staff to ensure that a response will be forthcoming.

1. Your child's teacher.

A complaint concerning care of your child should be addressed to your child's teacher. You may request a written response from a teacher or a conference, either of which should occur within one week. Conferences may be in person, or via telephone when preferable to both parents/caregivers and teachers.

If you are uncomfortable raising your complaint with a teacher, you can elect to start at the next level and contact the Director.

2. The Director.

A complaint not resolved with the teaching staff may be brought to the Director. A complaint concerning policies, procedures, or center upkeep should also be brought to the Director. You may request a written response from the Director or a conference, either of which should occur within one week. Conferences may be in person, or via telephone when preferable to both parents/caregivers and the Director. Depending on the nature of the complaint, the Director may choose to consult with the Board Chair or the Personnel Subcommittee of the Board (Chair, Vice Chair, Personnel Representative and Treasurer) when evaluating your complaint. You will be notified of any such decision.

3. The Personnel Committee.

If the complaint involves a specific employee and cannot be resolved with the teaching staff or Director, you may present your complaint to the Personnel Committee of the Parent Board (Chair, Vice Chair, Personnel Representative and Treasurer) by submitting it in writing to the Board Chair. The Chair or Committee may choose to meet with you to clarify issues of the complaint. You may request a written response from the Committee or a conference, either of which should occur within two weeks. Depending on the nature of the complaint, the Personnel Committee may choose to forward the complaint to the entire Parent Board. You will be notified of any such decision.

4. The Parent Board.

A complaint not resolved with the Director (or the Personnel Subcommittee, if appropriate) may be presented to the Parent Board in writing and given to the Chair of the Board. The Chair may choose to meet with the complainant to clarify issues of the complaint. This conference should take place within two weeks of your request. All information will be shared with the entire board either through e-mail or at the next board meeting depending on the board's schedule

5. All Center Meeting.

Any complaint or concern not resolved with the Parent Board of Directors may be presented to the Parent Body by requesting that the Parent Board of Directors present

the complaint at an All Center Meeting.

The Board Chair or a representative from the Board should confer with the complainant within two weeks of the request. Information gathered at this meeting will be shared with the entire Parent Body in order to ensure knowledgeable and fair decisions are made. After presenting the information, the Board may choose to hold a vote at the meeting or a written vote over the course of the following week to ensure a high response rate.

Please note the following:

- Complaints may be considered resolved even if the center cannot accommodate your wishes, whether for legal, staffing, confidentiality, or other reasons. In a group child care setting it may be impossible to accommodate every parent's preferences. In this case, however, you should still receive a detailed response explaining the reasons for this decision.
- Complaints should be raised in a respectful manner, which should be reciprocated by the staff and/or board members involved in the response.
- If the resolution of your complaint includes further action, such as the Director having a conference with an employee, you will receive notice of when that action has been completed. (Exceptions may be made if confidentiality or other reasons prevent us from notifying you. If so, this will be explained to you.)
- If the timelines described above are not met, please contact the Director or the Board Chair.
- Contact information for Board members can be found on the bulletin board outside of the office door.
- In order to ensure adequate oversight and evaluation of our program, board reports of concerns and complaints may be shared between the Teachers, Director, and/or the Parent Board; private information will be withheld to the extent possible.

PROGRAM INFORMATION

FOOD PROGRAM

A child's physical, social, cognitive, and emotional development is influenced by nutrition. At CCCC we work to create nutritionally sound eating habits as well as an understanding of the relationship between food, health and growth.

Nutrition education is incorporated into the program through "family style" serving meaning that our teachers are sitting and eating meals with the children at each table. This provides an understanding of appropriate eating habits as well as an opportunity for social conversation. CCCC also conducts regular cooking projects with the children. Our goal is to have a positive influence in broadening children's food experiences while being conscious of young children's tastes, appetites and choking restrictions.

Our staff is responsible for providing a nutritious, well-balanced breakfast and snack. Our catering company, CKC Good Food, is responsible for providing lunches on a daily basis. Milk is also provided with all three meals. Children of ages 12 months to 24 months are served whole milk, children older than 24 months are served 1% milk. Staff makes sure that food requiring refrigeration stays cold until served. Menus for these meals are posted throughout the center and are available upon request. There is no extra charge for meals or snacks.

Each classroom has posted the daily schedule of activities that includes the exact time when breakfast, lunch, and afternoon snack are provided. Parents/caregivers are required to have their child in attendance during these meal periods in order for the child to be offered meals. Food cannot be saved for a child to be served by the parent.

Additional information about our food program and types of foods served is available upon request.

ALTERNATIVE DIET

Parents/caregivers of children who have specific dietary needs must consult with the Center Office as well as the teacher regarding substitutions.

A child who has a recognized disability which affects his or her diet will require a statement signed by his/her physician. Upon the completion of this form, the center will follow the physician's guidelines to meet the child's dietary requirements. For children with special feeding needs, CCCC staff will document the type and quantity of food the child consumes and provide this information to the child's family.

Vegetarian alternatives for meat, poultry, or fish are provided by the caterer or by CCCC. Usually these substitutions are cheese, beans or eggs. Alternatives will also be provided for families to meet religious/spiritual restrictions or dietary allergy restrictions.

CCCC requires that other specific dietary needs or preferences be prescribed by a physician or another source of health care. In these cases, the parent must bring in a special diet statement signed by a physician, nutritionist, dietician, physician assistant or chiropractor.

FOOD BROUGHT FROM HOME

Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory sealed containers with ingredient labels. We also encourage parents/caregivers to consider bringing healthy snacks such as fruits or other nutritious alternatives rather than foods high in sugar. In addition, all foods must be peanut and tree nut free. Snacks must receive prior approval from the classroom teacher to prevent any known allergens from entering the classroom.

Please thoroughly read label and confirm it does not say “may contain traces of peanuts or tree nuts” OR “processed in a facility that also processes peanuts or tree nuts”.

Snack Suggestions for Sharing:

- Fresh Fruit (whole) *If fruit needs to be cut, we can do so at the center*
- Vegetables (whole)
- Fruit Snacks or fruit strips with natural dyes
- String Cheese
- Raisins
- Whole Fruit Popsicles
- Triscuits
- Oreos

When dropping off your child, please refrain from bringing in any food from home. Food allergies can sometimes be life threatening, and our classrooms are safe places for those children with allergies. Food from home will not be allowed in any of our classrooms. If your child is eating on the way to school, please finish your food outside of the classroom.

TOOTHBRUSHING

Tooth brushing is a regular practice at CCCC. Each classroom follows a daily tooth brushing routine after breakfast. A child will brush their teeth daily if they are present for breakfast or arrive to the classroom before the tooth brushing routine is completed.

The toddler and younger preschool classroom teachers encourage children to brush their teeth on their own first and then help them finish brushing their teeth. The older preschool children brush their own teeth. Both preschool rooms use toothpaste. CCCC will provide toothpaste and toothbrushes for each child. Toothbrushes are replaced as often as necessary and at least every two months.

FIELD TRIPS AND TRANSPORTATION

Field trips and supervised walks away from CCCC are regular features of the educational plans for each age group. Children greatly enjoy their field trip experiences and the opportunity to explore and learn from the resources throughout the community.

Parents/caregivers are often invited to accompany the children on field trips. This participation can count towards one's parent involvement hours.

Examples of trips in wagons/strollers or supervised walks for toddlers are to the neighborhood playgrounds or the fire station.

Favorite trips for preschool children include the Libraries, Bell Museum of Natural History, local zoos, farms, parks, State Fair and several campus sites. Preschool field trips take place at least once a semester but often once a month.

Methods of transportation for preschoolers include walking and the use of Head Start buses. Head Start buses are equipped with federally approved age-appropriate car seats and seat

belts. Children will wear seat belts on every bus field trip. Walking field trips take place often – sometimes weekly. Children walk holding onto a rope with a staff person at the beginning and end of the rope.

CCCC's procedures in the case of field trips are as follows:

The Education Coordinator will distribute information notifying families of the date, time, destination, reason for trip, and means of transportation to each field trip at least one day in advance (most often a week in advance). This form will include a spot for parents/caregivers to give written permission for their child to attend the field trip. Written parental permission is required before a child may participate in the field trip.

Children are divided into small groups on field trips to ensure appropriate supervision and safety. A first aid kit is taken on all field trips along with your child's emergency card, emergency medications, and the daily attendance sheet. Children are counted when entering and exiting the bus. When children are counted, they are counted name to face making sure that all of the correct children are counted. This alleviates the problem of the same child accidentally being counted twice. The bus will not leave until all children are safely counted and seat belted.

CCCC maintains appropriate liability insurance levels. Head Start maintains appropriate insurance levels for the bus transportation and will provide alternate transportation if problems arise.

If an emergency occurs, the teacher is responsible for contacting CCCC to make necessary arrangements or by making a call directly to campus or city emergency lines (911). Center staff will carry walkie talkies and/or a cell phone at all times. Parents/caregivers are informed of any emergency.

OUTDOOR ACTIVITIES

Daily outdoor activities are planned for all children when weather permits (15° F/-9° C wind-chill and above for toddlers and 10° F/-12° C and above for preschoolers or safe heat index rating). Office staff or classroom teachers check the weather using www.wcco.com before going outside.

Center administrators or classroom teachers also check air quality before going outside at www.airnow.gov. When the air quality is in the unhealthy area for sensitive groups (101-150), upon teacher's discretion children will be allowed to play outside no longer than 15 minutes. When the air quality reaches the unhealthy area (151- 200), children will not be permitted to play outside.

Classroom staff makes sure that children wear clothing that is dry and layered for warmth in cold weather. Classroom staff applies sunscreen with UVB and UVA protection of SPF 50, 30 minutes before playing outdoors.

It is our position that all children who are well enough to attend CCCC are well enough to

participate in outdoor activities.

Most health professionals recommend a daily dose of fresh outdoor air for young growing children even during colder months. If children are dressed appropriately (which we ensure), weather conditions should not pose an illness risk to them but give them a chance to stay healthier in winter months.

The tasks of dressing and undressing are also important learning activities for children which we get to practice a lot in colder months.

Please keep your child home if you do not want him/her to participate in an outdoor activity, as it would be unfair to expect all of the children to stay indoors. One staff member cannot remain inside with one child, leaving the other children unattended or above the staff-to-child ratio required by licensing.

Children will not be taken outdoors in severe or threatening weather, based on the judgment of the Center Administrators and full-time Teachers.

NAP POLICY

Nap and rest will be provided in a quiet area that is physically separated from children who are engaged in an activity that will disrupt a napping or resting child. Each child is provided with his or her own labeled cot with a center cot sheet. Families are welcome to bring a blanket for napping. We ask that this blanket be taken home weekly or when soiled or wet to wash. Cot sheets will also be washed weekly or when soiled or wet. Teachers will place cots directly on the floor around the classroom. Cots must be placed so there are clear aisles and unimpeded access for both adults and children on at least one side of each cot. Cots will not be stacked when in use.

Children are helped to remain quietly on their cots for a 30-minute rest period. If a child has rested quietly for 30 minutes and is almost asleep, the staff may allow the child to continue to lie on the cot and complete his/her nap. If the child does not fall asleep, he or she may be allowed to get up and choose a quiet activity away from the children still resting. A child who has completed a nap or rested quietly for 30 minutes must not be required to remain on a cot.

When a child falls asleep during our quiet rest period it is because his or her body is tired and needs a nap. If the child's parent(s)/caregiver(s) are concerned the child is sleeping too much at CCCC, we will help the child wake up gently but only after at least 1/2 hour of sleep and only if the child awakens to a gentle approach of awakening by the teacher. If the child does not awaken with the first try, another gentle approach will be tried after another 1/2 hour of sleep. Staff will not forcibly awaken a child because it may look and/or feel abusive, not only to the individual child, but to other children and adults, as well.

Between 2:30 and 2:45 p.m. children in the toddler and younger preschool rooms are awakened by the sound of the voices of teachers and other children, by light being turned on, by music being turned off, and by gently being awakened by the staff.

The Older Preschool Classroom will have a thirty-minute rest period, followed by a thirty-minute period of quiet activities in case some children do fall asleep and need that time for rest.

CLOTHING

Children should wear clothes that are comfortable and easily washed because children often get messy while playing in the sand on the playground or eating at meals. CCCC staff provides smocks that cover children's clothing during art activities, however, art supplies may still sometimes dirty children's clothes.

Be sure your child has an extra complete change of clothing including underwear and socks. These clothes can be kept in your child's cubby.

Please label all clothing (including boots and shoes). Unlabeled clothing can result in losses and mix-ups.

It is absolutely necessary that every child have mittens, boots, shoes, hats, and snow pants in the winter and sleeveless or short-sleeved shirts and shorts in the summer available at CCCC. If it is difficult for your family to provide these items, please let the CCCC office know and we will help provide winter gear.

Flip-flop shoes or open-toed sandals are dangerous for children to wear at CCCC due to all of our running and active play. Please avoid sending your child in these types of footwear or bring tennis shoes/closed toed sandals for playground use. Appropriate footwear reduces injury.

Your child's teacher will give you a list of other items that parents/caregivers should provide (blankets, diapers, etc.)

TOYS

At CCCC, we understand that toys from home provide a sense of security for children and can also ease the transition from home to school. Toys brought from home, however, present challenges for the children and the staff. Personal possessions are often difficult to share or may get broken. CCCC staff has therefore created the following policy about bringing toys from home.

Toddler Room: When a toy from home comes into the classroom, all of the children want to hold it and touch it. Sharing the toy from home can be very stressful for the child who owns the toy. It is also hard for them to be engaged in classroom play with other toys and children. Because of this, we ask that you do not bring any toys from home into the classroom. The exception to this rule comes when a new child is starting in the program. They may need a security item (soft animal) to help them work through the transition of being at school and are welcome to bring one. Comfort items ARE allowed at naptime and can be placed on your child's cot.

Younger Preschool Room: In addition to bringing a security item to help new children work

through the transition of being at school, the younger preschool room allows toys from home on Toy Days as well. Toy Days are scheduled regularly throughout the year. If a child is interested in bringing a toy from home to transition into the classroom or to show a teacher, he/she can do so but will have to store the toy in his/her cubby for the day. It will not be available for play throughout the day. Comfort items ARE allowed at naptime and can be placed on your child's cot.

Older Preschool Room: The older preschool room allows toys from home every day. The older preschool children are allowed to store their toy from home in their personal cubby for the day and can bring it out to play with and share with others during all free play times.

Toys that resemble weapons or promote violent play are not acceptable at CCCC. Please avoid bringing those items.

Appropriate books and music (peaceful items that do not depict or talk about violence) are always welcome and must also be labeled with the child's name.

Security items such as a blanket or "lovey" that comfort your child are welcome for nap times and days when your child is feeling especially sad or not feeling well. These things must go home at the end of each week to be washed.

BIRTHDAYS

Community Child Care Center does not initiate birthday celebrations. A strong aspect of the center is its commitment to providing a place that is welcoming and inclusive for all children and families. We realize that not all families celebrate birthdays and by the center initiating these celebrations we are not being welcoming to all. Families are still welcome to bring in a special treat for lunch or snack, whether it is for a child's birthday, a child leaving the center, moving to a new room, or a special day. These treats will be shared with the classroom. Please refer to the **Safe Snacks to Share** list on page 48 in this handbook.

HOLIDAYS

At CCCC we do not celebrate religious or commercial holidays, do not attempt to provide religious education to children, and do not use religious symbols in the classroom. Children may share their holiday experiences with teachers and other children without censure. Children learn to respect and appreciate cultural differences through child-initiated sharing.

Families are always invited to share their personal stories and experiences surrounding the holidays they celebrate at home. We welcome the opportunity to share in those experiences. Please talk with your child's teacher to schedule an opportunity.

CCCC is closed on all University scheduled holidays.

CELEBRATIONS

A last day celebration may occur if your child is leaving CCCC or moving up to the next age group. Check with your child's teacher for further information on last day celebrations in your child's classroom.

CCCC also celebrates other occasions such as Week of the Young Child, Raising Readers, 100 Days of School, and other developmentally appropriate celebrations.

HEALTH AND SAFETY POLICIES FOR PARENTS

EMERGENCY CARD

NOTE: A child cannot be admitted to CCCC until the Center Office receives a completed Emergency Card.

Keep the information on your child's Emergency Card up-to-date. It must be updated whenever anything changes and at least once per semester. Required information includes **work and cell phone numbers**, names, addresses and phone numbers of at least two people authorized to act on your behalf should we not be able to reach you; and your child's health care provider's phone number. Students must provide class schedules on a regular basis.

If we try to contact you and are unable to reach you or your authorized alternate within one hour because the information on your child's Emergency Card is outdated, incomplete or incorrect; or you fail to respond to the second request to update the Emergency Card, a charge of \$10.00 will be assessed and added to your billing statement.

The Emergency Card must be signed by you because it authorizes CCCC to seek emergency treatment for your child if necessary. In the event of a medical emergency in which an emergency dispatch system would dispatch an emergency medical vehicle to transport a child to an appropriate medical facility; Hennepin County Medical Center would most likely be the hospital used.

HEALTH RECORD INFORMATION

Two health record forms must be completed:

Note: A child cannot be admitted to CCCC until the Director receives a current Immunization record.

IMMUNIZATION RECORD: This record must give dates (month, day, and year) of immunizations your child has received. It must be current and is due on admission. Immunization records must be updated whenever your child receives additional immunizations.

HEALTH CARE SUMMARY: This information must include the date of the child's most recent physical exam and be signed by the child's source of health care. This form is due within 30 days of admission.

RE-EXAMINATION: A new Health Care Summary is required for children already admitted to the program. At a minimum, an updated report of physical examination signed by your child's source of medical care is required annually and whenever a child advances to an older age category.

You also have the responsibility to inform CCCC when your child has any medical condition, needs, or allergies so that we can provide for appropriate care and support. If a physician or dentist has ordered a special medical management procedure for a child in care, an adult trained in the procedure must be on-site whenever the child is present.

Dietary modification because of specific dietary needs shall be made under the direction of a trained health care provider. Written permission from the child's parent/legal guardian and the child's health care provider is required.

MEDICATIONS

Full-time staff members are responsible for safely administering medications and will be oriented to procedures and policies upon employment by the center administrative staff. A public health nurse from MN Child Care Health Consultants (MNCCHC) will train full time teachers, assistant teachers, and administrative staff annually on safe medication administration, the SIX RIGHTS, medication storage, and record keeping. A record of this training will be kept in each staff person's file.

Trained staff can give prescription medication to a child after receiving authorization from the parent/caregiver. Prescription medications will be given only as prescribed by a physician/dentist. A parent/caregiver must complete the Medication Authorization Record (MAR) for medication to be administered.

Medication must have a legible label on the container. The prescriptions must be current and must be designated for the individual child. Medications must be labeled with the child's first and last name, name of clinician, date prescription was filled, medication expiration date, and manufacturer's instructions. Medications must be labeled the original prescription label that details the name and strength of the medication as well as directions on administering and storing.

Over the counter medications such as Tylenol, will only be administered with both a doctor's and parent/caregiver's authorization. Topical over the counter products such as diaper rash cream, insect repellent, sunscreen, lotion, and lip balm can be given with parent/caregiver permission and do not require doctor authorization.

Medication will not be given beyond the expiration date on the label and will only be given according to directions on the original container.

Medications will be stored as instructed on the medication label. Refrigerated medications will be stored in the refrigerator on the lowest shelf and in a locked medication box. Others will be stored in medication boxes in locked, high cupboards, out of reach of children and away from heat sources.

Medications will be measured with standardized measuring devices.

Staff will complete the MAR each time they give a medication.

Medication containers will be returned to parents/caregivers when medication is completed and/or no longer given to the child. Documentation that medication was returned will be written on the MAR and will be filed in the child's file.

ALLERGY PREVENTION AND RESPONSE

Prior to a child's admittance, Community Child Care Center will obtain documentation of any known allergy from the child's parent/caregiver and/or the child's doctor. When a child has a known allergy, Community Child Care Center will maintain current information about the allergy in the child's enrollment file and will create an individual child care program plan (ICCP). The ICCP must include a description of the allergy, specific triggers, avoidance techniques, symptoms of an allergic reaction, and procedures for responding to an allergic reaction. Procedures for responding to an allergic reaction must include type of medication, dosages, emergency response steps when necessary, and a doctor's contact information. CCCC must update each child's ICCP annually and as any allergy-related information changes for the individual child.

Community Child Care Center will train each staff person responsible for carrying out the ICCP on the information in the plan and how to follow the plan. A record of this training will be kept in each staff person's file. This training will be renewed annually and as needed when any allergy related information about a child changes. A record that a staff person was informed of a change to a child's ICCP and renewed annual training will also be kept in each staff person's file.

A child's allergy information will be available at all times and will be located in the child's enrollment file, the child's classroom, and in the classroom's field trip backpack which is taken with the class whenever a child is transported. A child's food allergy information will also be located in the area where food is prepared and served to the child.

Community Child Care Center will contact the child's parent/caregiver as soon as possible in any instance of exposure, suspected exposure, or allergic reaction requiring medication or medical intervention. Community Child Care Center will call 911 when epinephrine is administered to a child in our care.

HANDWASHING

Staff members and those children who are developmentally able to learn personal hygiene are

taught hand- washing procedures and are regularly monitored. Hand washing with soap and water is required of all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others. Staff assists children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

Children and adults wash their hands in the following situations:

- on arrival for the day and before going home
- after diapering, using the toilet, or assisting a child with toileting
- after handling bodily fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, saliva, or vomit)
- before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry)
- before and after playing in a water sensory table and with play dough
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
- when moving from one group to another (e.g., visiting) or from playing outdoors
- whenever hands look, smell, or feel unclean

Adults also wash their hands in the following situations:

- before and after feeding a child
- before and after administering medication and/or first aid
- after assisting a sick child
- after assisting a child with toileting
- after handling garbage or cleaning

CCCC follows hand-washing procedures taken from *Infectious Diseases in Child Care Settings*. Hand washing procedures are posted next to sinks in the diapering area, bathrooms, and food preparations areas. Separate sinks must be used for hand washing for food preparation and for hand washing before and after toileting or handling bodily fluids. Sinks are never used for bathing children or for removing fecal matter.

EXCLUSION OF ILL CHILD

A child with any of the following symptoms, conditions or behaviors **must be excluded** from our program according to the Department of Human Services licensing requirements that the Commissioner of Health determines to be contagious and a physician determines has not had sufficient treatment to reduce the health risk to others (as specified in part 4605.7040 of the State Department of Human Services Rule 3).

We will follow the exclusion guidelines listed below which are taken from **INFECTIOUS DISEASES IN CHILD CARE SETTINGS: INFORMATION FOR DIRECTORS, CAREGIVERS, AND PARENTS OR GUARDIANS**, prepared by Hennepin County Community Health Department, Epidemiology Program. We **must exclude a child** with any of the following

conditions:

Chickenpox	Until all the blisters have dried into scabs; usually about 6 days after rash onset.
Conjunctivitis (Pinkeye)	Bacterial (with white or yellow drainage with eye pain that causes matting of the eyelids): Child should not return until examined by healthcare provided. Provider will need to approve the child for readmission. Child will otherwise be excluded until 24 hours after treatment begins.
Diarrhea (Infectious)	Please see Diarrhea Exclusion
Diarrhea (Uncontrolled)	Until 24 hours after uncontrolled diarrhea stops, or until a medical exam indicates that it is not a communicable disease (uncontrolled diarrhea is an increased number of stools, compared with a person's normal pattern, along with watery stools, and/or decreased stool form that cannot be contained by the diaper or use of the toilet).
Fever	Axillary temperature: 100 degrees F or higher of undiagnosed origin and before fever reducing medication is given ; especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache, stiff neck or undiagnosed rash. <i>Child may return when symptoms are gone and no fever reducing medication has been given; and they have been fever free for 24 hours.</i>
Impetigo	Until child has been treated with antibiotics for at least a full 24 hours and sores are drying.
Lice (Head)	Until after the first treatment and no live lice are seen. Nits are NOT considered live lice.
Rash With or Without Fever or Behavior change	Until a medical exam indicates these symptoms are not that of a communicable disease (i.e. Chickenpox, fifth disease, measles, roseola, rubella, shingles, strep throat).
Respiratory Infections (Viral)	Until child is without fever for 24 hours (without fever reducing medication) and is well enough to participate in normal activities. No exclusion for other mild respiratory infections without fever as long as child can participate comfortably.
Ringworm	Until treatment has been started.
Scabies	Until 24 hours after treatment has been started.

Signs/Symptoms of Possible Severe Illness	Until a medical exam indicates the child may return (unusually tired, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing)
Streptococcal Sore Throat	Until at least a full 12 hours after antibiotic treatment begins and child is without fever for 24 hours.
Vomiting	Until vomiting stops (vomiting is defined as one episode in the previous 24 hours).

A child must also be excluded from child care if:

- He/she is not able to participate in child care program activities with reasonable comfort including outdoor play; or
- He/she requires more care than staff can provide without compromising health and safety of other children in care.

Staff will immediately notify the parents/caregivers of any child who exhibits any above listed conditions and needs to be excluded. When a child in our care needs to be excluded, teaching staff will provide a comfortable location for the child until the parents/caregivers arrive. This location may be a quiet area within the classroom or the center office to prevent any new individuals from being exposed. Teaching staff will provide a cot for the child to rest.

When a child in our care has been medically diagnosed with a communicable disease, we will notify the appropriate health authorities and follow their recommendations to provide information to parents of all exposed children.

The child care program will notify the parents/caregivers of exposed children on the same day or within 24 hours by:

- Posting information on the classroom doors, which gives written notice of the communicable disease and by
- E-mail or phone call to parent/caregivers of exposed children of the communicable disease when necessary.

Parents/caregivers are required by State laws and CCCC policies to inform us within 24 hours (exclusive of weekends/holidays) when their child has been diagnosed as having any contagious disease.

DIARRHEA EXCLUSION

Is it diarrhea or is it loose stool?

DEFINITION: Diarrhea When the bowel pattern suddenly changes to a loose, watery stool that occurs more frequently than usual, it is probably diarrhea. Characteristically, diarrhea soaks through diapers and clothing, and preschool children may not get to the toilet in time. It has a

distinctive smell that it noticeably different from the child's normal BM's.

GENERAL RULE: If BM is abnormal (texture, color, odor) for *that* child and/or uncontainable in a diaper, the child will be excluded. Preschoolers may complain of a stomach ache, or not make it to the toilet in time.

THE CHILD CAN RETURN WHEN:

- 1. THERE IS NO DIARRHEA (see definitions above)**
- 2. THERE ARE NO OTHER EXCLUDABLE SYMPTOMS**
- 3. CHILD IS BACK INTO NORMAL EATING, DRINKING, TOILETING PATTERNS (normal for that child)**

PANDEMIC PREPAREDNESS PLAN

In the event of a Pandemic due to influenza or any other potentially life-threatening infectious disease, Community Child Care Center will take direction from Minnesota State Agencies, the University of Minnesota, Public School Districts, and Commonwealth Terrace Cooperative.

If a Pandemic Occurs:

- Community Child Care Center will close as a precautionary measure when;
 1. The University cancels classes or closes
 - If the University of Minnesota suspends in-person classes and moves to online learning or a hybrid model, Community Child Care Center will remain open if enough staff members can work to maintain licensing and accreditation ratios.
 2. The Saint Paul or Roseville Public School Systems close
 - If the Saint Paul or Roseville Public School Systems suspend in-person classes and move to online learning or a hybrid model, Community Child Care Center will remain open if enough staff members can work to maintain licensing and accreditation ratios.
 3. A child or family member within Community Child Care Center becomes ill with probable influenza or any other potentially life-threatening infectious disease, as determined in consultation with the Minnesota Department of Health or
 4. A staff person within Community Child Care Center becomes ill with probable influenza or any other potentially life-threatening infectious disease, as determined in consultation with the Minnesota Department of Health
- The director, education coordinator, or assistant director ("administrators") will email all families notifying them of the closing.
- CCCC will provide Pandemic Disease related information to all families.
- Families will notify the administrators about family members that become ill. The director will then report to the Ramsey County Department of Public Health at 612-266-2400.
- The administrators will continue basic functions of the program including meeting payroll and keeping in touch with staff and families.
- The administrators will be available as appropriate – 24 hours a day via telephone/email.

- If the center is closed for up to 5 days, families will continue to pay tuition fees and full time staff will continue to receive wages. If CCCC should have to close for more than 5 days, the Parent Board of Directors along with Administrators will make decisions about tuition payments and wages on an as needed basis.

For more information:

- Visit the Centers for Disease Control and Prevention (CDC) website: www.cdc.gov
 - The CDC hotline 1-800-CDC-INFO (1-800-232-4636) is available 24 hours a day, 7 days a week. TTY: 1-888-232-6348.
 - Questions can be submitted at <https://wwwn.cdc.gov/dcs/contactus/form>
- Visit the Minnesota Department of Health website: <https://www.health.state.mn.us/>

SUSPECTED CHILD ABUSE/NEGLECT

All child care staff is **required by Minnesota law** to report any suspected incidents of child abuse or neglect to appropriate authorities.

PEDIATRIC FIRST AID and CPR

In the event of any injury or illness, staff members trained in Pediatric First Aid and CPR will administer appropriate first aid and/or CPR using the American Heart Association standard training. If staff decides this is an emergency situation, 911 will be contacted to provide emergency first aid. If necessary, the emergency medical service will transport your child to a medical facility; most likely Hennepin County Medical Center or as designated by emergency services. A parent or alternate listed on the Emergency Card will be contacted as soon as possible. An attempt to contact your child's source of health care may also be made.

CARE OF ILL OR INJURED CHILDREN

If your child becomes ill or is injured while in care at CCCC, he/she will be isolated away from the other children with the supervision of a staff person and given the comfort and care we can provide. CCCC staff will contact you or your emergency contact immediately.

Until you arrive, CCCC staff will monitor your child's health and provide comfort and care. State licensing rules prohibit the care of sick children in the CCCC facility. Parents/caregivers must make every effort to pick up their ill child within an hour after being contacted.

If neither parents/caregivers nor persons designated on the emergency card can be reached and the child's condition warrants medical attention, the child's source of health care, or if necessary, the local emergency resources will be contacted for instructions as to the temporary care of the sick child.

ACCIDENTS AND INJURIES

Children are appropriately supervised by sight and sound at all times. Each staff member is responsible for implementing accident prevention measures and for maintaining active interaction and/or observation of children at all times.

Parents/caregivers can expect to receive an accident injury report any time their child is hurt at CCCC. The form is completed by a teacher and signed by the parent/caregiver. One signed copy is given back to the family, one signed copy is placed in the child's file, and the final signed copy is stored in our accident report binder in the office. The accident injury report describes when an injury occurred, how it happened, and what type of first aid was administered. Parents/caregivers will be contacted by telephone if an injury requires more immediate, emergency attention.

Injuries that require the child being seen by a physician/dentist and treated by a physical/dentist are reported within 24 hours to the State Department of Human Services, Division of Licensing and the NAEYC Accreditation Department.

Every six months, staff conducts an analysis of accident injuries, which have occurred during that period. This analysis is completed during the bi-annual health and safety check. Accident prevention procedures are developed and updated and modifications are made when feasible.

A Head Injury Report is also given to parents/caregivers when a child sustains an injury to the head.

RISK REDUCTION PLAN

CCCC has written a risk reduction plan according to Minnesota Department of Human Services, Licensing requirements and reviews this plan annually. Staff is trained on risk reduction and this plan annually. CCCC's risk reduction plan is available to parents/caregivers upon request.

DIAPERING

At CCCC, disposable diapers and cloth diapers may be used. All diapers will be supplied by the parent/caregiver. If the parent/caregiver fails to respond to the third request for diapers, a charge of \$10.00 will be assessed.

If using cloth diapers, parents/caregivers must supply a covered container in which to store soiled diapers during the day. The container must be taken home daily. Cloth diapers must have absorbent inner lining completely contained within an outer covering made of waterproof material. Both the diaper and outer covering are changed as a unit. Staff will not rinse or clean out cloth diapers. The entire unit whether wet or soiled will be placed into the covered bucket to be taken home daily.

Teaching staff check diapers every 2 hours when children are awake, when they awaken from nap, and as scheduled in each classroom. Teaching staff change wet and soiled diapers.

Procedures for diapering are approved by CCCC's health consultant and are posted in the diaper changing area. Diapering may only be completed in designated areas.

The toilet learning process occurs when the child shows readiness for using the toilet AND when the child's family is ready to support the child's toilet learning. Please let your child's teachers know if you feel your child is ready and if you are ready for this transition. The teachers will have more information available for you to support you during this transition.

SEAT BELTS AND TRANSPORTATION

When children are transported, they must be restrained in accordance with Minnesota Statutes (section 169.686) and a child under the age of eight (8) years may be transported only if the child is properly fastened in a child passenger restraint system (car seat or booster seat depending on age and size) that meets the federal motor vehicle safety standards. Children must ride in the back seat until age 13. Rented buses comply with the equipment standards in Minnesota Statutes governing licensed vehicle operations, including the provision of seat belts.

HEALTH CONSULTATION SERVICES

CCCC receives visits from a Public Health Nursing Consultant through the MN Child Care Health Consultants MNCCHC. These visits occur four times per year. A member of the MNCCHC team is also available by telephone at (612) 500-1880.

INSURANCE

CCCC carries commercial general and professional liability insurance. A current Certificate of Coverage is available for inspection to all parents/caregivers of children receiving services and to all parents/caregivers considering services. Insurance is renewed every March.

EMERGENCY PREPAREDNESS

CCCC practices monthly fire drills year round and monthly tornado drills March through October. We follow routine evacuation procedures as instructed by the University Office of Emergency Preparedness. CCCC also has emergency procedures for an emergency medical situation or a situation in which the classrooms must be locked down to protect the safety of the children. CCCC's Emergency Plan is located in the CCCC office and is available upon request.

SEVERE WEATHER, EMERGENCY CLOSING AND EVACUATION

The safety of the children, staff, and families CCCC serves is always of utmost importance. As a result, CCCC has created this closing policy related to severe weather, emergencies, and evacuation.

CCCC closes on the same schedule as the University of Minnesota, the Saint Paul Public Schools, or the Roseville Public Schools in cases of severe weather conditions related to snow, cold temperatures and wind chill advisories.

The following situations may occur:

1. Saint Paul Public Schools or Roseville Public Schools Cancel School for Entire Day	CCCC Closes for Entire Day
2. University of Minnesota Cancels Classes for Entire Day	CCCC Closes for Entire Day
3. Saint Paul Public Schools or Roseville Public Schools Close Early or Cancel Afterschool Activities	CCCC Closes Early
4. University of Minnesota Cancels Afternoon or Evening Classes	CCCC Closes Early

All official announcements regarding severe weather closings will be made exclusively through the following television stations: WCCO and KSTP. These television stations will also post school closing information on their online news pages. In addition, CCCC staff will contact families through e-mail.

Starting fiscal year 2020-2021, families will be credited 50% of their specific daily cost for up to one day the center has to close related to severe weather closings on the third day of closure. This credit will not apply to vacation, sick days, or other emergency closings.

CCCC may experience severe weather situations in addition to those mentioned in this policy. In these cases, the Center Director will have full authority to close CCCC. CCCC may also experience health and safety issues requiring the Center Director to close. In all situations, Center families will be notified immediately.

In the case of an emergency evacuation, Head Start buses will transport children to an alternative site deemed appropriate for the emergency situation. If the situation allows, children and staff will be moved to the closest CTC study center.

MISSING CHILD POLICY

Although CCCC has never lost a child in its years of service operation, the following procedures will be followed in the unlikely circumstance that a child is discovered to be missing:

The Director will be notified immediately upon the discovery that the child is missing.

A staff person from each area appointed by the Director will be assigned to search their classroom and other rooms throughout the building as an appointed second group covers the grounds.

If the child is still missing after these immediate searches, the University Police and the child's

parents/caregivers will be contacted. While waiting for the police, the Director, will assign one staff person to each corner of the block. They will continue the search moving clockwise around the block.

PRIVATE BABYSITTING

CCCC does not approve or give references for any full or part time staff. CCCC will not provide lists of “babysitters” or allow posting at the Center for liability reasons.

Parents/caregivers may request and employ CCCC full or part time staff to independently “babysit” outside of their paid scheduled work time. CCCC staff may accept or reject such requests and are free to establish their own pay level and work agreements. CCCC neither encourages nor prohibits its child care staff from entering into private babysitting arrangements with families who independently choose to engage in such relationships. However, CCCC assumes no liability whatsoever for any injury, damages, liability or loss of any kind resulting from or occurring during the private child care or babysitting provided by any CCCC staff member who is not on duty at CCCC.

CCCC maintains the following requirements related to private babysitting:

1. Arrangements to hire and be hired must not be made during the employee’s paid job responsibilities at CCCC. Employees must not be approached while at work. Phone calls/emails must be made before or after an employee’s work shift.
2. Private babysitting will not be permitted onsite at CCCC.
3. Information gained from private babysitting by CCCC employees must remain confidential. Information, other than that shared with all CCCC parents/caregivers or staff must not be shared by CCCC employees with parents/caregivers employing them to provide private babysitting.

PLANTS

Teachers and children enjoy adding growing plants to their environments. CCCC uses the Minnesota Poison Control Center brochure “Plant Guide” to screen all plants at CCCC for toxicity. Each plant is labeled with its name. At CCCC children also participate in gardening to build awareness of science and nature.

Pesticides or herbicides are never used in any CCCC gardens or on the CCCC playground area.

PETS

Only domestic, small, easy to maintain pets which can be kept in a small covered cage such as guinea pigs, rats, hamsters, gerbils, mice or fish will be permitted. Pets which are not recommended are those wild by nature or often found with disease; turtles, rabbits, poultry, birds, or reptiles. If there are any questions regarding any other type of pet, call the local Health Department or equivalent.

Pets will be kept remote from the food area in an easily cleanable covered cage. Children may not assist with pet care or maintenance. Cages will be cleaned daily or as necessary in a location separate from food service. Hand washing is mandatory after handling pets or excretions.

Teaching staff will supervise all interactions between children and animals and will teach children safe ways to interact with the pets.

All pet food and cleaning supplies are separate from food service supplies.

Pet Health—all pets are in healthy condition or brought to the veterinarian.

Sources of Pets—licensed pet shops or other sources approved by local Health Department.

In the case of animals visiting the center, a permission form must be signed by each parent/caregiver before the animals will be allowed in the room or around the children. Visiting animals have documentation from a veterinarian to show that the animal is fully immunized.

Please let us know if your child is allergic to any of our pets and we will make sure not to expose your child to that animal.

INTEGRATED PEST MANAGEMENT

Integrated Pest Management (IPM) is the application of an interconnected set of methods for managing pests (insects, diseases, weeds, rodents) in homes, schools, workplaces, and public areas.

Community Child Care Center works with CTC maintenance staff and Adam's Pest Control Service to maintain facilities that are free from harmful animals, insect pests, and poisonous plants. CCCC uses techniques such as storing food products in sealed plastic containers, keeping trash containers clean both inside and out, cleaning food particles from kitchen appliances, and cleaning classrooms regularly to prevent and manage pests. If CCCC staff spot any pest, they notify the CTC office and Adam's Pest Control Service which then uses trapping devices to rid the center of the pests. Poisons are never used to remove pests from inside the center.

In the case of a wasp's nest on the playground, Adam's Pest Control Service may use a chemical spray to rid the playground of the nest. If done, children will not be present and will use the playground only after staff is sure the wasps are gone and after any trace of the chemical is gone.