

Rule 3 Operations Manual 2019-20

Lindgren
Childcare
Center: St.
Cloud
State
University

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LINDGREN CHILD CARE CENTER

Mission

Nurturing the Future Possibilities in Each Life-Long Learner.

Purpose

Lindgren Child Care Center opened in September 1980 in response to a need expressed by the Non-Traditional student body for quality, on-campus childcare services. It is one of the excellent student services administered by the Office of Student Life and Development at SCSU, serving as an adjunct to the child's family by providing quality care for children while parents participate within the University.

Philosophy

We believe children are entitled to receive loving care in a safe environment with an educational experience. At Lindgren Child Care Center children are challenged by age-appropriate environments and activities based on knowledge of child development and developmentally appropriate practices, implemented by professional staff. We are committed to ensuring children's health and safety, helping children establish trust in their environment, strengthening their self-identity, and igniting their curiosity through productive, satisfying activity. Through an excellent blend of professional staff and arranged environment, the curriculum helps children know their individuality, understand their special worth, develop self-discipline, and broaden their understanding of individuals different from themselves.

Goals for Children

Our overall goal is to provide children with loving care in a safe environment with an educational experience. Specifically, our goals are to give the children the opportunity to:

- Develop a healthy self-concept;
- Develop both socially and emotionally;
- Develop enjoyment of the creative experience;
- Develop trust in adults and peers;
- Develop independence and responsibility for self;
- Develop security and a feeling of success;
- Develop skills in the physical, cognitive and language areas.

EMERGENCY PROCEDURES

Evacuation

If we are advised to evacuate not only our current space but also the ECC building, we will go to one of four designated locations based on the location of the danger and children during the time of crisis. These include;

- A120 lounge of the Education Building,
- Maintenance Building to the South of the University Bridge,
- Wrestling room in the Southeast corner of the Fieldhouse
- Atwood Memorial Center—Atwood Underground

We will communicate to parents regarding the location and pick up procedure using the STAR ALERT system. The director or lead teachers will communicate with public safety. If you are responsible for children, you will have your phone!

Medical Emergency

Emergency transport and escort from the program: If a child becomes seriously injured, we will call Gold Cross Ambulance Services for transport to the St. Cloud Hospital emergency room. Parent will be notified to go to the hospital; a staff person will accompany the child to ER and stay until parent arrives. St. Cloud Hospital, 1406 6th Avenue N., St. Cloud, MN 56303 320.251.2700.

Severe Winter Weather/School Closing

The Lindgren Child Care Center will follow the same schedule of weather-related closing as does the University. The center closes only on the rare circumstances that University classes are cancelled. Cancellation information is broadcast on KCLD-FM and WJON- AM as well as ECCO-AM radio. We encourage staff/parents to use their best judgment in determining whether or not their child will attend on severe weather days without undue risk.

Fire Emergency

Fire evacuation routes are posted on all of the doorways, and have diagrams indicating which area of the center uses which exit. Age groups of children assemble as far away from the building as possible, then proceed as a group with their staff to either the parking lot N just west of the building, or to the Education Building. In the event of fire in the center, direct exits lead from the infant, toddler, and preschool rooms to the outside. General guidelines include: follow the exit map on your classroom door; keep children in group and away from the building; take head counts and roll attendance when outside; hold children's hands when exiting. All class rooms are equipped with smoke detectors. The Center practices monthly fire drills and follows routine evacuation procedures. Emergency evacuation routes are posted on all the exits.

Tornado/Severe Weather

Tornado evacuation routes are posted on all of the doorways, and have diagrams indicating which area of the center uses which exit. Age groups of all children assemble in the ECC 123 conference room, crouching next to the walls and/or under the conference table. When weather is threatening, keep children's play away from the windows. Monthly tornado drills are conducted April to September. When evacuation is deemed necessary, children exit out of the north door and walk down corridor to room ECC 123. Children should crouch near the walls in the 'tuck' position, and cover their heads with their arms.

Power Outage

The Lindgren Child Care Center will close as does the University when there is a power or other utility failure. In the event the current needs to be cut, the person in charge will notify the ECC Building Manager.

General Disruptive Behavior

Follow link above to St. Cloud State University Policy

Bomb Threat/Suspicious Package

Follow link above to St. Cloud State University Policy

Bomb Threat Checklist

Follow link above to St. Cloud State University Policy

Utility Emergency/Miscellaneous

The Lindgren Child Care Center will close as does the University when there is a power or other utility failure. In the event the current needs to be cut, the person in charge will notify the ECC Building Manager.

Hazardous Material

Follow link above to St. Cloud State University Policy

Violent Intruder/Weapons Threat

RUN: Evacuate If Possible

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement. Take others with you, but do not stay behind because others will not go.
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The

information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

HIDE: Hide silently in as safe a place as possible

- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
- If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
- Remain in place until you receive an "all clear" signal from STAR ALERT or Law Enforcement.

***FIGHT: Take action to disrupt or incapacitate the shooter**

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter if possible.
- Call 911 when it is safe to do so.

Immediately after an incident:

Wait for Local Law Enforcement officers to assist you out of the building, if inside. When law enforcement arrives, students and employees must display empty hands with open palms. Note: Understand that gunfire may sound artificial. Assume that any popping sound is gunfire.

If there are two or more persons in the same place when a violent incident begins, you should spread out in the room to avoid offering the aggressor an easy target.

Be mindful that violent attacks can involve any type of weapon, not just a gun. Knives, blunt objects, physical force or explosives can be just as deadly as a gun. The suggested actions provided here are applicable in any violent encounter.

Plan ahead: Visualize possible escape routes, including physically accessible routes for students and staff with disabilities and others with limited mobility.

Containment/Lockdown Procedures

Danger outside of the building or danger inside the building; lockdown. All doors are locked, and when possible all shades are drawn. Children and staff gather in safe places: preschool cubby areas/back staff room, by toddler hand sink, in the staff room and store room, infants on the infant floor. We will admit no one until we get the all clear from authorities.

Missing Children

The staff person in charge will constantly maintain a head count. If a child is missing, the staff person in charge will immediately notify SCSU Security, delegate another person to be in charge, and go in search of the child. If the child is not found in 10 minutes, the St. Cloud Police Department will be notified.

ARRIVALS/DEPARTURES AND ACCESS TO THE CENTER

We ask that all parents utilize the main entrance at the South end of the Engineering and Computing Center (ECC Building) with dropping off and picking up children. Upon enrollment, the director will electronically send St. Cloud State Public Safety the affiliated student/faculty/staff tech id number. Public Safety will then log the parent into the appropriate schedule giving access to the center. Parents are to use their St. Cloud State University ID for access through the door swipe on each door. Parents who forget their ID, new parents who have not yet received an ID, and visitors must use the intercom system located in the small vestibule at the main (South) Entrance to gain entrance. After swiping your id, please remember to close the door behind you as we require that each family

independently gains access while entering the Lindgren Child Care Center. When any person discontinues affiliation with the center, access to the center will also be removed.

Parents and authorized adults must accompany children into and out of the center at all times, and must sign children in and out using the Procure card swipe system when coming and going. Parents are encouraged to keep routine arrival and departure schedules for optimum staffing. Children that receive special services and are transported by that third party will be signed out by the staff person responsible in walking the child to the bus/transportation vehicle. After the student arrives back at the center the staff person responsible in resuming care will sign the child back into care.

For the safety of yourself, your family and other families; leaving your vehicle idling is discouraged with the only exception of extreme heat or cold to maintain interior or engine temperatures.

Authorized to Pick up Children

Parents must pick up their own children. In certain instances, they ask others to pick up their children.

Authorized person:

The parent will notify the Center when an individual they have designated as authorized on their registration form will be picking up their child. Children are only released to authorized persons. If a parent tells staff that someone else will be picking up their child staff must check to be sure that person is identified as authorized on the registration form. If they are not, staff must ask the parent to write in their name. Authorization is not done over the telephone.

When an authorized person comes to pick up a child staff should:

- Ask the name of the person attempting to pick up the child.
- Ask to see a photo ID to verify their identity. Staff members must ID any person he or she does not know. This includes parents.
- Check child's file in the office to see if that person is listed as authorized.
- Release the child only after verifying that person's identity and with parent/guardian authorization.

Unauthorized person

If the person attempting to pick up the child is not listed or is listed as unauthorized, staff should call SCSU law enforcement immediately by dialing 911. Tell the unauthorized person that the Center cannot release children to anyone other than those listed as authorized, and that they are not listed.

Incapacitated person

If a parent or authorized person who is obviously incapacitated attempts to pick up a child, the following common sense procedures should be followed. Staff should:

1. Tell them he or show would prefer they not drive; his or her concern is for the family.
2. Offer to call them a cab/uber, or a friend to drive them.
3. Tell them that if they chose to drive with their child, you are responsible to _____ and report, along with making a Maltreatment report to social services.
4. _____ if they leave with the child.

Release of Children

Parents must designate at least two (2) individuals who are authorized to pick up their child in emergency situations. These two must be other than the parents. Only those persons authorized by the parent on the Authorization to Pick Up form may sign-out, pick up, or visit a child. Parents must notify the center when persons other than themselves will be picking up and visiting children so we are prepared. Photo ID will be requested.

Verbal permission will be accepted over the phone ONLY if that person is already authorized. If the parent or authorized adults are unavailable or they cannot be reached by 30 minutes after closing time, the center will contact the Child Protective Services to take custody of the child.

If you request that we deny access of any person to a child, or deny release of a child to a particular person, you must provide us with the court documents validating that request, and stipulating what law enforcement shall do in such an event. In families where parents are separated or divorced the custodial parent must have on file at the Center a copy of the legal documents stipulating custody and/or visitation, such as a Minnesota Voluntary Recognition of Parentage. Both front and back need to be copied. Consistent with Minnesota state law [MN

Statute 257.541], sole custody of children born to parents who were not married to each other at the time of the child's birth resides with the mother. Only a parent with custody may pick up a child, and only a parent with custody may designate and authorize someone else to pick up a child.

Designated Authority

In the event the director is not on-site during an emergency, the lead teachers (and as appropriate the directors assistant) will assume authority and take necessary action.

HEALTH

Americans with Disabilities Act

The Lindgren Child Care Center meets American with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas. Examination of our center shows that thresholds of doors are not higher than ½ inch, our doors are 32" wide, and the building entry is accessible to a wheelchair. Two toilets that children use do not meet accessibility requirements at this time.

The Lindgren Child Care Center is located within the Engineering and Computing Center (ECC). This building was originally constructed in 1958, as a campus laboratory school. It has undergone renovation in 1986 to its present configuration and usage. It can be noted in the Program Tour that some accommodations have been made to the building, even though it was neither renovated nor constructed after 1993. University administrative officials have been most responsive in making accommodation to children on an as-needed basis.

First Aid/CPR Classes

Staff are required while employed at the Lindgren Child Care Center to maintain current certifications in Pediatric First Aid and Infant Child CPR. Staff will be required to obtain their First Aid and Infant/Child CPR certifications at a mandated center wide training. At least one staff member who has a certificate is always present with each group of children.

Diapering

Infants, toddlers, and some preschoolers need diapering. Each area has specific diapering instructions you must follow for each child. Cleanliness, health, and safety are the most important components of all these procedures.

- For children who are unable to use the toilet consistently, the program makes sure that:
- For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
- Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
- Staff check children for signs that diapers or pull-ups are wet or contain feces (a) at least every two hours when children are awake and (b) when children awaken.
- Diapers are changed when wet or soiled.
- Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group. (This indicator only is an Emerging Practice.)
- At all times, caregivers have a hand on the child when the child is being changed on an elevated surface. Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using a hands-free device (e.g., a step can).
- Containers are kept closed and are not accessible to children.

Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

Food and Nutrition

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, audiotope, 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:

mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW
Washington, D.C. 20250-9410

fax: 202.690.7442; or

email: program.intake@usda.gov

This institution is an equal opportunity provider.

Our meal service times for toddlers, preschoolers, and infants over one year are:

- 8:30 a.m. breakfast
- 11:00 a.m. lunch
- 2:00 – 2:30 p.m. snack

Babies under one year eat at the times most appropriate to them as shared by their parents with the infant teacher.

The Center prepares the breakfast and snacks on-site from simple foods requiring little preparation. The hot noon meal is catered by our on-campus food service, SODEXHO, Inc. Food preparation here at Lindgren occurs using sanitary procedures for staff to follow.

The center will supply breakfast, lunch and an afternoon snack for children, and appropriate foods for infants.

Choking Hazards

The Center does not the following at any time: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

Staff cut foods into pieces no larger than ¼ -inch squared for infants and ½ -inch square for toddlers/twos, according to each child's chewing and swallowing capability.

Confidentiality

- All information obtained regarding any center family/child(ren) is considered confidential.
- Information within a child's file will be available to the director, lead staff, and assistant teachers in the absence of lead staff. The lead teachers may use the Family and Cultural Information from during in-service trainings to identify children's interests and needs.
- Practicum students and volunteers are not to be included in discussions of children and families, except for information which is relevant in order for them to complete their objectives.
- All confidential materials will remain in lockable filing cabinets in the office.
- All parents/guardians may gain access to their child's information by either asking the lead teacher, or director.
- No information can be shared with an outside agency without written consent from the legal guardian. The decision to share information will be made by administrative staff (lead teachers, director).

- On request, the Regulatory authorities (Minnesota Department of Human Services) of the Lindgren Child Care Center will have access to our confidential materials.
- Medical Record and Health Care Summary Appendix IV-D
- Child Care Immunization Record, Appendix IV-E
- Administration of Diaper Rash Ointments, etc., Appendix IV-5

Hand Washing

How to wash hands:

- Rub hands together vigorously for at least 20 seconds using warm running water and liquid soap. Wash under fingernails, between fingers, back of hands, and wrists.
- Rinse hands.
- Dry hands with a single-use paper towel.
- For hand-held faucets, turn off water using a paper towel instead of bare hands to avoid recontamination of clean hands.

The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by 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.
- If a situation may arise that a hand washing sink is not available, children over 24 months may be permitted to sanitize their hands using a hand sanitizer with 60-95% alcohol based product.

Children and adults wash their hands on arrival for the day;

- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, 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);
- after playing in water that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and
- when moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos.

Adults also wash their hands

- before and after feeding a child;
- before and after administering medication;
- after assisting a child with toileting;
- and after handling garbage or cleaning.

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required hand-washing situation listed above.

- Staff wears gloves when contamination with blood may occur.
- Staff does not use hand-washing sinks for bathing children or for removing smeared fecal material.
- In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

When accident or injury warrants, the child will receive First Aid as necessary, and if the emergency is immediate, 9-911 will be called and the parent will be notified.

Administration of Drugs/Medications

Routine or “as needed” medications are not administered by the staff. This includes medications for asthma (inhaler or neb), pain, fever (Tylenol, Advil), antibiotics, cough syrup, and others. Parent(s) are welcome to stop

by the center to administer medications they wish their child to have. It is up to the parent(s) to store and transport any medications. [Lockers are available throughout the campus]. Parent(s) of children with asthma are urged to consult their physician about an “asthma action plan” developed in regards to this medication policy. For example – having the parent administer an short-acting bronchodilator (Albuterol) inhaler prior to playing outside to avoid an asthma attack.

All staff at the LCCC will be trained to administer medications necessary to sustain life (i.e. heart, lung, and diabetic medication) only with written permission from parents and written directions signed by the physician ordering such medications. All staff reserve the right to request specific training regarding administration of meds prior to complying with doctor’s directions. Staff will administer medications during a life-threatening event. For example an anaphylactic shock (epinephrine injection).

- The parent(s) needs to provide the director with a current physician order (within a year) indicating medication, dose, route, along with specific directions as to when (what symptoms) the child should receive this medication.
- The medication container must be clearly labeled from the pharmacy with the child’s name, dose, route, directions, and expiration date. The medication must be “current” and not “expired.” This medication will be stored in the office, in a cabinet clearly labeled with a Red Cross.
- Following administration of epinephrine the emergency services will be called and the parent notified.

It is the responsibility of the parent to replenish the medication stored in the center and to ensure the medication is current (not expired).

The Lindgren Child Care Center asks all parents to give the Center written permission to use non-prescription medications, other than Center ointments, wipes, and sunscreen, to the children.

Written parent permission is required for staff to use any diaper rash ointments, diaper wipes, and commercial sunscreen. Sunscreen will only be used on children over 6 months of age.

Allergies/Food

Statements in our facility indicate the Center serves no nut products in the center, and allows no foods from homes to be brought in and served to children.

As the Lindgren Child Care Center is made aware of allergies of children, the Center makes efforts within its capacity, to comply with recommendations of health-professionals regarding those specific allergies. Children who have allergies are identified to the Center by their parents (if the allergies are known). If the allergy is a food allergy, statements completed and signed by physicians indicate to the Center what foods to substitute for the allergenic food.

Any child with a food allergy must have a Food Allergy Action Plan on file. For each child with a known allergy, we are required to maintain current allergy information in the child’s record and develop an individual child care program plan/Food Allergy Action Plan as required by MN State Licensing. The individual child care program plan must include but not be limited to: a description of the allergy, specific triggers, avoidance techniques, symptoms of an allergic reaction, and procedures for responding to an allergic reaction, including medication, dosages, and a doctor’s contact information. The plan will guide staff as to what to do if the child experiences an allergic reaction and has directions on administering Epi-pens. Each staff member will be trained in the use of Epi-pens at the beginning of each semester. Each child’s allergy information is available at all times including on site, when on field trips, or during transportation. A child’s food allergy information is readily available to all staff in the area where food is prepared and served to the child. Documentation of a staff person’s review of a child’s Individual Child Care Program Plan/Food Allergy Action Plan will be kept on site. We will contact the child’s parent or legal guardian as soon as possible in any instance of exposure or allergic reaction that requires medication or medical intervention. We will contact emergency medical services when epinephrine is administered to a child while in our care.

Outdoor Safety

To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that:

- Children wear clothing that is dry and layered for warmth in cold weather.
- Children have the opportunity to play in the shade. When in the sun, they wear sun-protective clothing, applied skin protection, or both. Applied skin protection will be either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin (only with written

- parental permission to do so).
- When public health authorities recommend use of insect repellents due to a high risk of insect -borne disease, only repellents containing DEET are used, and these are applied only on children older than two months. Staff apply insect repellent no more than once a day and only with written parental permission.

Staff Illness

In addition to children, staff should also be excluded from the child care facility under certain circumstances, including if they are unable to participate or perform the functions required for their position or if they are suffering from certain infectious diseases. A staff member of staff means any person working or volunteering to perform duties in a child care facility, including caregivers.

Directors/Lead Teachers are responsible for observing the staff for signs of illness throughout the day. Staff members have the responsibility of reporting, to the director or person in charge, any signs of infection or illness that may pose a hazard to the health of children and other staff. If a staff member is sent home, it is important to know when that person will be able to return to work.

Special attention must be given to staff members that handle food because many illnesses can be spread through food from an infected person. Additionally, children under the age of five years old and those with weakened immune systems are at increased risk for food borne illness. Food handling activities include preparation of any food (i.e. washing, cutting, cooking, and portioning), the mixing and feeding of bottles, and feeding infants and toddlers solid foods. Food handling staff must notify the director or person in charge if they exhibit any of the following symptoms:

- Vomiting;
- Diarrhea;
- Jaundice;
- Sore throat with fever;
- Any open or draining wound that is not covered with a bandage and is:
 - On the hands or wrists;
 - On any exposed portions of the arms; or
 - On other parts of the body.

Any ill teaching staff member may return to work based on the same exclusion policy we have for the children at the LCCC. Please refer to the Illness and Exclusion in the parent handbook for greater detail.

Staff members are scheduled to work according to a staff to child ratio dictated by state law. Therefore it is impossible for a staff member not to work when scheduled. The Center encourages staff to take good care of their health. If staff members should need to have a substitute based on the information above, he or she will be required to post a request on GroupMe to find a sub for the specified shift. Telephone and availability lists will be available, and staff must inform the center of their sub. Frequent substitutions may be cause for dismissal.

Accident Prevention

The environment is arranged to be safe.

- Hazardous and potentially toxic substance will be locked and kept out of the children's reach.
- Surfaces are covered with non-toxic substances, and all room furnishings are safety approved.
- Staff will be trained in keeping size of playthings are appropriate.
- Infant's bottles will not be propped-up.
- The kitchen area is an adult-only area.
- All electrical outlets are equipped with safety plugs.
- Traffic area and sidewalks are designated as high priority for snow removal.
- The director inspects the facility periodically for potential hazards and corrections.
- Twice a year the accident log is evaluated for hazardous areas.
- Upon arrival each classrooms opening staff will conduct a daily inspection of potential hazards within their designated classrooms. Prior to children playing on the playground a staff member will conduct similar inspections to the outdoor area.

Where appropriate, proper accident prevention and safety procedures will be taught to the children. Environment regulations will prohibit climbing on furnishings other than designated climbers, and prohibit the putting of small

objects in the mouth.

Accident Reports

If a child receives a scrape, bump, or bite that requires First Aid and attention, staff must complete an Accident Report. Accident Reports are located on the receptionist's desk. The staff member must give an accurate description of what happened, and what he or she did via First Aid (washed with warm soapy water, boo boo bunny, etc.) Giving hugs and sympathy are important parts of treatment as well and can be noted. Staff should make sure the date, time, and place of accident are reported. The yellow copy goes into the child's cubby for the parent, and the white copy goes to the office. If an incident involves another child, it is important to not identify that child by name... it's confidential.

CHILDREN'S NEEDS

General Program

Children need to be cared for in a safe environment by loving caregivers, where they learn something. We foster children's self-esteem and encourage emotional development by promoting their social, emotional, motor, and cognitive development. We interact with them individually and value them daily.

Outdoor play

Cold - Daily outdoor play is scheduled for all children. The Center does not go outside when ambient air temperatures are 0°F or colder. Parents should be sure their child has clothing suited to the weather. The Center may ask parents to go home and get appropriate clothing when needed. It is the Center's policy that if children are healthy enough to attend child care they are healthy enough to go outdoors.

Heat - The Lindgren Child Care Center monitors the ST. Cloud Heat Index at the SCSU weather website <http://www.stcloudstate.edu/eather/> along with following the recommendation from Robert Wiesman (SCSU Meteorologist) which is made public via SCSU-Announce list serve. When it is determined that the heat is excessive for young children all children will remain in their classroom for the remainder of the day.

Air Quality - The Lindgren Child Care Center follows the recommendations from Robert Wiesman (SCSU Meteorologist), which is made public via SCSU-Announce list serve, on matters of air quality. When air quality becomes dangerous for young children and elderly a message is relayed to the entire SCUS community. When this has been determined all children will remain in their assigned classrooms until the air quality concern is lifted.

Assessments and Screenings

The Lindgren Child Care Center utilizes several assessments and screenings each for different objectives. For the children, the classroom teachers utilize the following screenings: Denver Developmental Screening Test; Minneapolis Preschool Screening Instruments; and Ages & Stages Questionnaire: Social-Emotional. The infant and toddler classroom uses the Creative Curriculum for Infants, Toddlers and Twos developmental assessment or Creative Curriculum for Preschoolers developmental assessment. Parents and teachers complete these together, mutually, over the course of the school year.

Curriculum

Infants (2 months-15 months)

Children in the infant area follow individualized schedules which are planned cooperatively by the parents and lead teacher. Each schedule is modified as the child's development and parents' desires dictate. The staff's primary goal is to help infants develop a sense of trust and pleasure in relationships with their care givers, and in their new environment. The staff to child ration is 2:5, with 8 infants enrolled.

Philosophy of the Infant Program.

We believe:

- that in order for infants to develop trust, their needs should be responded to quickly, and with sensitivity and respect for their temperament and for their home routines
- infants are competent. They communicate their needs and feelings through body language, vocalizations and crying, and gestures. It is our job to learn to "read" what they are telling us and be

- responsive to their communication with us
- that it is important to provide age-appropriate learning opportunities, in all areas of development

Infant Curriculum

The infant curriculum is guided by *The Creative Curriculum, for Infants, Toddlers & Two's*, published by Diane Trister Dodge, Sherrie Rudick, and Kai-lee' Berke. This curriculum is a comprehensive curriculum which includes goals and objectives for children's learning in all areas of development: social/emotional, physical, cognitive, and language. These 4 developmental goals are carried out through the care giving, the environment, and activities in the infant program. Sensitive care giving is a major component of the program, because it builds the foundation of trust that children need to be successful throughout life. The environment reflects diversity, beauty, and nature and is designed to convey a sense of calmness. Activities provided on a daily basis, such as music time, sensory activities, reading books, and outdoor experiences, are appropriate to the developmental stage of the baby.

If you wish to learn more about *The Creative Curriculum* you can log onto their website at www.teachingstrategies.com and click on the infants, toddlers, and two's side bar.

Toddlers (16 months-32 months)

A structured day is planned indoors and outdoors for the toddler children, dependent on their particular schedules. Appropriate activities that foster the growth of each toddler's self-help skills, language development, social awareness, and positive, non-aggressive problem solving are incorporated. Nap time is scheduled in the afternoon. The staff to child ratio is 1:5, with 12 toddlers enrolled.

The Philosophy of the Toddler Program is to help toddlers feel safe and respected along with encouraging the toddler to develop in all areas (cognitive, social/emotional, language, physical and self -help) according to their individual ability using developmentally age appropriate practice. Relationship with the child and the child's family is also an important piece of the program. It is important to have parent involvement and create partnership with the parents so that the teacher and parent can work together on their child's development. (Theorist: Brazelton and Greenspan)

Toddler Curriculum

The Toddler Curriculum that is used in the classroom is *The Creative Curriculum*, published by Diane Trister Dodge* Sherrie Rudick*Kai-lee' Berke. *The Creative Curriculum® for Infants, Toddlers & Twos* is a comprehensive curriculum that helps teachers achieve the very best program for children under three. If the interactions children have are nurturing, consistent, and loving, and the experiences they have are appropriately challenging, then infants, toddlers, and twos grow and flourish. If you would like to learn more about the curriculum you can log on to their web site at www.teachingstrategies.com and click on the infants, toddlers, and two's side bar.

Preschool Curriculum

The framework is provided by the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards. The primary purpose of these Indicators are to provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet these expectations. These early learning standards are broken down into six main domains, each of which are described in further detail using the links below. The framework provided by the Early Childhood Indicators of Progress is enhanced by the use of *The Creative Curriculum® for Preschoolers Assessment* tool. This a comprehensive national tool used to in all types of early childhood settings, including inclusive and early intervention programs. To learn more about *The Creative Curriculum® for Preschoolers Assessment* tool please follow this link: www.teachingstrategies.com

To view the complete Early Childhood Indicators of Progress please follow this link:

<http://cfl.state.mn.us/mdeprod/groups/EarlyLearning/documents/Publication/009530.pdf>

The Lindgren Child Care Center is an observation resource and training laboratory for the campus community. As such, parents will see student observers in classrooms in addition to the regular staff on a weekly basis.

Classroom Guidance Policy/Procedure

**All policy is provided to parents and staff during Orientation via online links available on orientation paperwork.*

Goals

All policy/procedures are designed;

1. to assist children learn appropriate social skills which will enable them to become successful in all future interactions
2. to maintain classroom in which each child can feel secure and comfortable while learning
3. to limit or eliminate the use of suspensions, expulsion, and other exclusionary measures.

Policy/Procedure

The Center's daily schedule, curriculum plans, classroom arrangements, and staffing patterns are designed to promote positive and enjoyable learning experiences, including respectful and trusting relationships among adults and children. When guiding children's behavior the Lindgren Child Care Center helps children learn acceptable behavior and develop inner controls. A child's age, intellectual development, emotional make up, and past experiences will be considered in guidance, and consistency will be maintained in setting rules and limits for children.

The following is a list of some child guiding techniques staff members' use:

- Tell the child what she/he CAN do;
- Establish eye contact when speaking with the child;
- Give choices whenever possible, but only when the child really has a choice;
- Encourage children to solve their own problems and work out conflicts;
- Re-direct a child to another activity;
- Help children learn how to join play.
- Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion.
- Teaching staff never use threats or derogatory remarks and neither withholds nor threatens to withhold food as a form of discipline.

Persistent Unacceptable Behavior/Extraordinary Behavior

The Center will not tolerate swearing or biased language. If a child uses such language, parents will be informed and asked to discourage the behavior.

When any child in our program, presents with challenging behavior, teaching staff shall follow the standards of the National Association for the Education of Young Children (NAEYC):

- Observe the children, and then identify events, activities, interactions and other factors that predict and may contribute to challenging behavior.
- Rather than focus only on eliminating the behavior, teaching staff shall focus on teaching the child social, communication, and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other teaching strategies to support the child's appropriate behavior.
- Teaching staff shall respond to challenging behavior, including physical aggression, in a manner that provides for the safety of the child and the safety of others in the classroom. Our response will be calm, respectful and provide the child with information on what is acceptable behavior and what is not.
- We will document the challenging behaviors and the intervention methods that were attempted in a behavior tracking log.
- When a child engages in persistent unacceptable behavior, parents are required to meet with teachers to find a solution to the problem behavior and resolve the difficulty. Teacher-parent discussions regarding a child's behavior shall be held in private and shall focus on working as a team to develop and implement an individualized plan that supports the child's inclusion and success.
- Outside professional consultation or evaluation may be necessary. Occasionally a child does not adjust to the center environment or a child's repeated behavior interferes with the daily activities of the center.
- If necessary, intervention shall ensure each child has access to professional services, such as referrals to the school district of residence, behavioral specialist or MN Help Me Grow the MN Department of Education funded referral system, community mental health center and/or a private therapist.
- In such cases when there is no improvement in the child's behavior subsequent to the implementation

- of the plan agreed upon by the parent, teacher and consultant. And where the challenging behavior threatens the safety of the child or classroom participants through hurting of themselves or others through verbal or physical means, all other possible interventions have been exhausted, and there is agreement that exclusion is in the best interest of the child. The LCCC will work the family to find alternative care through the local resource and referral network, Milestones.
- The LCCC acknowledges that this Behavior Guidance Policy/Procedure complies with federal and state civil rights laws.

Separation from the Group

No child may be separated from the group unless the following has occurred: Prior to being removed from the group classroom teachers must:

- Attempt less intrusive methods of guiding children's behavior and been ineffective.
- The child's behavior threatens the well being of the child or other children in the program.

A child who requires separation from the group must:

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

Children between six weeks and 16 months are not separated from the group as a means of behavior guidance.

Separation Report

All separations from the group will be noted in a daily log that includes;

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

If a child is separated from the group three or more times in one day, the child's parent shall be notified and the parent notification will be noted in the daily log. IF a child is separated five or more times in one week, eight times or more In two weeks, the procedures in Persistent Unacceptable Behavior will be followed.

Taking the Child's Temperature

- Take a child's temperature with the Temporal Scanner, located in the pink basket above the cupboard above the receptionist's desk in the office, to determine the magnitude of the child's fever. Follow directions in the Temporal Scanner booklet.
- If the fever is above 100°F, notify parents, as child needs to go home.
- Make child comfortable... remove clothes if hot or cover with blankest if child has chills.
- Encourage water unless child is nauseated.

Nap and Rest Policy

Our sleeping practices are regulated by state licensing, which follow the recommendations for SIDS prevention. Infants are placed in a crib on their back to sleep. The only item that is allowed in the crib for infants under one is a pacifier. Babies one year and older may sleep with a blanket as well as other security items, and may transitioned to a cot for sleeping.

Infant Sleep

- The baby's bib should be removed before placing the baby in the crib.
- A crib or portable crib is provided for each infant for whom the center is licensed to provide care. The equipment is of safe and sturdy construction that conforms to the Code of Federal Regulations.
- Infants younger than 12 months are placed on their backs on a firm surface, without the use of infant sleep positioners, unless ordered by a physician.

- After being placed down for sleep on their backs, infants over 6 mos. of age may then be allowed to assume any comfortable sleep position. An infant who independently rolls onto its stomach after being placed to sleep on its back may be allowed to remain sleeping on its stomach if the infant is at least six months of age or the license holder has a signed statement from the parent indicating that the infant regularly rolls over at home. Minnesota Statutes, section 245A.1435.
- If infants arrive to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep (Car safety seat, swing, bouncer, stroller, infant seat, highchair), the infant is removed and placed in appropriate infant sleep equipment.
- Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs. The ONLY item that is allowed in the crib with an infant is their pacifier. This applies to babies under one year of age.
- The side rail is fastened in the “up” position after placing the baby in the crib.
- Babies may not wear hooded clothing items (extra fabric increases possibility of suffocation) or teething necklaces (strangulation risk) to sleep.

****All infants under one year of age sleep and are fed according to their individual needs.**

Naptime is a scheduled part of the daily schedule for toddlers and preschoolers and is required by DHS licensing guidelines for child care centers. All preschoolers and toddlers are required to lie on a cot to rest or sleep for at least thirty minutes.

The environment is darkened, and restful music is played. Staff will not awake children before they are ready to wake up on their own. Staff will raise the blinds and turn on the lights mid-afternoon. Infants are each provided with a crib and sleep according to their individual schedules.

Nap Procedures

- All children must rest for at least 30 minutes. A child who has napped or rested 30 minutes will NOT be required to remain on the cot. Quiet activities are set up at tables until other children get up.
- Placement of equipment: In the infant and toddler rooms the cots are spread out throughout the room while keeping clear aisles for safety. Unimpeded access for both adults and children is maintained on at least one side of the cot. Cribs are arranged within the sleeping room to also maintain clear aisles for safety and access to all infants.
- All cots are placed directly on the floor and must not be stacked when in use.
- Separate bedding for each child is provided for each child in care. Bedding is washed weekly and when soiled or wet. Blankets must be washed or dry cleaned weekly and when soiled or wet.
- The toddler and preschool room has individual cots which are disinfected after each use. Staff sit or lie next to children, rub their backs and comfort them to help them fall asleep. When children are up, staff attend to cots as directed by their lead teacher.

PARENT INTERACTIONS

Child Care Outside of Hours

It is not the mission of the Center to provide childcare for its clients in any location other than at the Center during regular operating hours. Any arrangement for childcare which does not take place at the Center is strictly a private arrangement between the parents and the individual staff member. No such private arrangements shall be made for childcare during the work shift of a staff member or interfere with the operation of the Center or the individual's job performance. Parents and staff should understand that such arrangements are not within the course and scope of the staff member's job duties and that staff members are free to either accept or reject such requests from parents.

Confidentiality

Children are a huge source of enjoyment and provide a constant supply of great stories. As parents and their child attend LCCC they will become familiar with the other children and families, and may wish to share stories. Parents must maintain confidentiality of identity when talking about their child's activities and place of care. The Lindgren Child Care Center expects the same of parent users as LCCC staff; that conversations outside the center not identify children and families to others.

All staff are required to keep all knowledge about the children confidential, even if staff become friends with parents. This includes:

- All information regarding any center family/child(ren) is considered confidential.
- Information obtained and collected by our program can be shared with other staff on a “need to know” basis.
- Practicum students and volunteers are not to be included in discussions of children and families, except for information which is relevant in order for them to complete their jobs.
- Sensitive information must not be shared with everyone, only those persons who are directly involved.
- No information can be shared with an outside agency without written consent from the legal guardian. The decision to share information will be made by administrative staff (lead teachers, director).
- All confidential materials must remain in a lockable filing cabinet in the center. If any materials appear to be missing, notify administrative staff immediately.
- Do not discuss families or children in the presence of other families or children.
- If a family begins discussing another family or child, quickly inform them you cannot do that, and it is not appropriate for them to do so, either.
- All information compiled during screenings and assessment will be used to promote the healthy developmental growth of the child. The lead staff along with the participation of parents will review the completed information and together make goals for the child or a referral in cases of developmental delay.
- No information can be shared with an outside agency without written consent from the legal guardian. The decision to share information will be made administrative staff (lead teachers, director).
- On request, the Regulatory authorities (Minnesota Department of Human Services) of the Lindgren Child Care Center will have access to our confidential materials.

Communication

Staff must treat parents and children with the utmost respect. They should take time to answer parents’ questions, but never discuss a child in front of that child to the parents. Discussing children’s behavior with parents is the job of the lead teacher. Communication among staff is essential however. Staff should share things about children without violating their self-respect. Staff members should work together with all staff to solve problems internally, keeping teachers informed.

If a parent or someone else asks a staff member a question he or she does not know the answer to, he or she must say so and assure the person that he or she will find out the answer or that someone who does know will get in touch with them. Staff must not make up answers that they think are correct; they should find out for sure.

PERSONNEL POLICIES AND PROCEDURES

Cell Phones

Cell phones must be turned off when in backroom. If staff are observed using their cell phone during work, they will be dismissed for the day.

In this folder please find a copy of the first 5 pages of the Awair Program policy, on 5.5 the statement of smoking prohibited in state buildings. Also please find a photo of the sign on the door leading to our playground, prohibiting smoking.

Smoking

St. Cloud State University, as part of the State of Minnesota, prohibits smoking from all campus buildings. We prohibit smoking on our playground as well. When staff is made aware of others who might be smoking in the proximity of the child care center, we ask they extinguish their smoking material. We support the effort for the entire campus to become smoke-free.

Staff Room

Staff will keep all of their personal belongings in the staff room. Backpacks must be put in an overhead cubby. The area is to remain organized, that is the responsibility of all staff members. Lockers are available in the building if you will be

The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.

- St. Cloud State University [Smoking Policy](#)

Quite Smoking! The 3rd hand smoke on you clothes and breath contains cyanide and arsenic, among other things. Staff will not smoke before they come to work.

General Supervision Policy

- Teaching Staff have a duty of care to provide adequate supervision of children at all times.
- Supervision is one of the key requirements in the prevention of accidents and injury throughout the center. Child Care staff members require the skills to be able to assess potential risks during supervision and be able to implement changes to supervision to avoid accident or injury. New and relief staff should be informed of potential supervisory risks appropriate to the individual child in a confidential and sensitive way.
- Approved child/staff ratios must be adhered to and extra staff provided for children with additional needs.
- Infants/Toddlers/Young 2's are kept within sight or sound at all times.
- Preschool children must be supervised by sight most of the time. Supervision for short intervals by sound is permissible as long as teachers frequently check on children who are out of sight.

Aim

- To ensure the potential for accidents and injury to children is reduced
- To ensure staff are aware of the variables relating to supervision
- To ensure safety for children when participating in excursions
- To ensure that the staff have the capacity to evaluate supervisory practices and respond appropriately.

Implementation

Parents Will:

- Personally deliver children to a staff member and ensure a staff member is informed when departing;
- Inform staff each day if a person, other than a parent, will be collecting the child.
- This can be done via a phone call to the office only in the event of an emergency;
- Ensure the Authorized Person Information is up to date;
- Inform staff of any current or pending court orders affecting the child.
- Provide the center with a photocopy of the court order to be kept with the child's enrolment form;
- Adhere to correct "Arrival and Departures" procedures;
- Ensure that the front door and playground gates are closed after entry or exit;
- Ensure that only an adult opens doors and gates within the center.

Staff Will:

- Ensure a staff member is close enough to children to intervene in the event of an issue occurring;
- Ensure that children are not left alone in the playground or in the classroom.
- Have clear sight lines to all children in the group at all times. They will place themselves in a position to 'supervise' as much of the 'whole group' as possible;
- When children are napping, staff must position themselves so someone can always hear and see any sleeping infants, toddlers or twos, including when staff are engaged with other children who are awake;
- Mirrors and Video/Sound Monitors are used only as a supplement to already adhere to supervision requirements;
- Ensure that where multiple areas are available to children at the same time (indoor/outdoor activities) that such areas are appropriately supervised;
- Communicate effectively to other staff when they are moving from an area;
- Ensure children are released only to authorized people;
- Ensure younger children's safety is not compromised in mixed age groups;
- Complete accident/incident forms for all injuries under their supervision and report them to the lead teacher as soon as practicable;
- Be consistent in enforcing limit setting using the lead teachers classroom guidelines;

- Do regular head counts of children in their care, especially when entering the playground and on leaving the playground, and on excursions to gym or on walks;
- Be aware of the location of each child at all times;
- Ensure that supervision is active and interactive with children. It is not suitable for staff to stand and watch, or talk to other staff and parents.
- Staff will discuss with each other the best positions of supervision, especially in the playground, to avoid clustering in one spot;
- Ensure staff ratios are correct at all times to assist supervision;
- Not take hot drinks or soda into the classroom or playground area.
- Encourage children who wish to use the bathroom, to inform a staff member who will accompany them.
- Question any strangers to the center in a friendly way, e.g. “Hello, can I help you?” while observing the person’s actions. Any concerns should be reported immediately to the lead teacher, associate director or director;
- Ensure that the supervision of excursions adheres to “Outings and Outside Policy”;
- Staff is responsible for leading children while transitioning to and from room/playground. This means that a child should be asked to hold the door so that the teacher can be in the front of the line.
- Ensure that doors and playground gates are closed after entry and exit;
- Ensure that only an adult only opens doors within the center or gym area.
- Staff will accompany children to the bathroom at all times. Children are allowed to close the door for privacy, but staff are not allowed to enter with door closed.

Lead Teachers will:

- Ensure all areas are visible, accessible and free of potential hazards;
- Ensure that a minimum of two staff persons will be with children at all times;
- Ensure that staff know how many children are in their care at all times;
- Ensure all guidelines and regulations are adhered to;
- Ensure procedures are reviewed and adhered to
- Ensure new staff and relief staff members are fully informed of and clearly understand supervision procedures.
- Ensure that the classroom is arranged so that children can be readily observed in all areas. The classroom should be checked each day for safety of materials and arrangement.

CENTER POLICIES AND PROCEDURES

Prohibited Actions/Procedures for Reassignment or Termination

1. Lindgren Child Care Center Student Personnel are students employed under the University Work-Study Program and/or paid with Student Activities monies.
2. Conduct by Lindgren Child Care Center Student Personnel while performing as an employee of the Center which violates Lindgren Child Care Center policies, including the “Policy on the Use of Drug and Alcohol”, MNState rules, State Law, and/or Federal law may serve as cause for reassignment or termination of that employee or volunteer’s position at the center.
3. The Lindgren Child Care Center director may immediately reassign and/or terminate student personnel at the center if the action is necessary to insure the safety, health, and/or welfare of the children, parents, and/or other staff. Prohibited actions include;
 - Requiring a child to remain inactive for a long period of time
 - Rough handling
 - Shoving
 - Pushing
 - Pulling
 - Grasping any body part
 - Jerking
 - Squeezing
 - Excessive tickling
 - Hair pulling

- Ear pulling
- Shaking
- Slapping
- Kicking
- Biting
- Pinching
- Hitting
- Spanking

In addition, subjection of a child to emotional stress will result in dismissal. Examples include:

- Name calling
- Ridiculing
- Humiliation
- Sarcasm
- Cursing at
- Making Threats
- Frightening a child
- Withholding affection
- Ostracism
- Shaming
- Making derogatory remarks about a child or the child's family
- Using language that threatens, humiliates, or frightens the child

Staff will not separate children from the group unless:

1. Less intrusive methods (redirection, discussion) have been tried but ineffective
2. The child's behavior threatens the well-being of the child or other children in the program
3. A child who requires separation from the group must:
 - Remain within an unenclosed part of the classroom where the child can be continuously seen and heard by program staff person.
 - 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.
 - The child must be returned to the group as soon as the behavior that precipitated the separation abates or stops
4. Children between six weeks and sixteen months will not be separated from the group as a means of behavior guidance.

Any situations presenting a possible violation in #2 above should be reported to the Lindgren Child Care Center director as soon as possible.

If a violation is substantiated by the director, the director will draft a written description of the incident(s) and the actions taken by the director.

The director will file the Incident Report(s) with the designated official listed in the College Bulletin, Faculty/Staff Handbook, MnSCU Rules, or Minnesota Law.

Any incidents of suspected child abuse, child sexual abuse, or child neglect by student personnel will be referred to the Vice President for Student Life and Development and the Stearns County Child Protection Officer in accordance with Minnesota statute.

The Financial Aid Office will be given written notification of any Work-Study student personnel reassignment by the Lindgren Child Care Center director as soon as possible to minimize disruption of work-study payments and/or further efforts at reallocating such monies.

Where appropriate, students may exercise all due process procedures relating to academic disciplinary appeals found in the Student Handbook.

Assistant teachers will supervise aides in absence of lead teacher.

The Lindgren Child Care Center will not tolerate any unexcused absences. Any such absences may result in termination of employment.

Tardiness- excessive tardiness will be grounds for termination.

Inappropriate language/statements are not acceptable. Respect and good judgment towards parents, children, and staff need to be observed at all times.

It is unlawful for any staff member to treat a child in an abusing or neglectful manner. Persons suspected of child abuse and/or neglect will be reported by the director or lead teachers to the appropriate social service or police department representative. Investigation of existing staff will regard to alleged child abuse and neglect shall be pursued by the director, Vice President for Student Life and Development, and the appropriate enforcement agencies.

At the time of report, the staff persons will be reassigned to other duties that do not call for unsupervised contact with children until the culmination of the Internal Investigation at which time he/she may return, or be subject towards further investigation.

Investigation of existing staff will regard to alleged child abuse and neglect shall be pursued by the director, Vice President for Student Life and Development, and the appropriate enforcement agencies.

Persons suspected of child abuse and/or neglect may be reassigned, suspended, or terminated from their employment at the Lindgren Child Care Center and the University. It shall be the policy of the Lindgren Child Care Center to not hire a staff person convicted of or admitting to or been the subject of substantial evidence of an act of child battering, child abuse, child molestation, or crimes of moral turpitude or debasement. All staff will be required to submit information for criminal background checks before working directly with children.

Investigation of staff candidates with regard to alleged or proven child abuse, neglect, and/or moral turpitude will be done by the director and the Vice President for Student Life and Development.

If a student staff person encounters a situation where there is suspicion or concern, it might be helpful to discuss his or her concern with the lead teacher or Director. But does not eliminate the person's responsibility to report.

This follows the chain of command as written in the staff handbook. However, the law requires mandated reporters to personally make a report if they know or have reason to believe a child is being neglected or abused or has been within the past three years.

Staff must maintain confidentiality of information unless they are talking to teachers, social services personnel, or law enforcement personnel. This means keeping information about children to themselves. Finally, staff must never allow their concerns to color or affect the positive regard they must hold for each and every family the Center serves.

Grievance- If a teaching staff member has a complaint or concern about some aspect of the program, they should first try to settle the grievance with the other party involved. Policy matters or unresolved conflicts should be discussed with the center director. Further unresolved matters may be taken to the Vice President for Student Life and Development.

Group Size, Staff/Child Ratios, and Teaching Assignments

Our policy and procedure/practice will be that each children's age group will have staff assigned to achieve particular ratios as stated. Each Lead Teacher is responsible for scheduling appropriate staff which addresses developmentally appropriate staff-to-child ratios based on scheduled group size. Teaching staff assigned to a particular age group will be primarily assigned to work with that age group throughout the duration of their employment at the Lindgren Child Care Center. Because we operate on an academic calendar we encourage keeping infants and toddlers with their group and teaching staff for the duration of a school year, generally September through May.

The Infant group size is 8 infants. The published ratio in this group is 2:5; operationally one might observe a 1:2 ratio in this room.

The Toddler group size is 12 toddlers. The published ratio in this group is 1:7; operationally one might observe a 1:4 ratio in the toddler room.

The Preschool group size is 20. The published ratio in this group is 1:7; operationally one might observe a 1:5 ratio in the preschool room.

During all hours of operation the published ratio is maintained in each room, other settings (gym), and other outdoor learning environments. It is likely to note the observable ratios during times of high interaction and construction during the day.

Maintenance

The Director is responsible for the day to day running of the child care center. Any maintenance of the facility is to be brought to his attention. They in turn makes the appropriate referral for the maintenance to be completed. All

maintenance completed at the Lindgren Child Care Center is done by the SCSU Maintenance Staff.

Classroom teachers have the responsibility to monitor room specific equipment (toys).

Equipment that is broken is brought to the attention of the Associate Director. If the equipment cannot be repaired it must be thrown away and replaced.

Staff Training

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

Teaching the Children

The Center's environments are created to inspire and spark children's curiosity. When children are curious about their world, they explore it and experiment with it. This is the cognitive process that drives learning. Think of the staff as facilitators of learning, not teachers of facts.

Blood Borne Pathogen Exposure Control Plan

The Lindgren Child Care Center follows a compressive blood borne pathogen exposure control plan. This plan is augmented by the SCSU Post Exposure control plan.

We comply with the following procedures for safely handling and disposing of bodily fluids: 1) Surfaces that come in contact with potentially infectious bodily fluids, including blood and vomit, are cleaned and treated to reduce microorganism contamination after an object has been cleaned. Disinfection is done by rinsing or wiping with a solution of one-fourth cup chlorine bleach plus water to equal one gallon 2) Blood-contaminated material is disposed of in a plastic bag with a secure tie 3) Sharp items used for a child with special care needs is disposed of in a "sharps container." The sharps container is stored out of reach of children 4) The center has the following bodily fluid disposal supplies available at all times: disposable gloves, disposal bags, and eye protection and 5) We ensure that each staff person follows universal precautions to reduce the risk of spreading infectious disease.

Abuse Reporting – Suspected Child Abuse and Neglect

Lindgren Child Care Center's staff are required by Minnesota state law to report suspected child abuse and/or neglect to the proper authorities. All staff are mandated reporters, and it is not allowed to pass off the obligation to report by telling a lead teacher or director. There are two important levels of child abuse and neglect reporting that must be understood while working at Lindgren Child Care Center:

1. Reporting suspected abuse/neglect of a child by someone outside of the child care center. Such incidents must be reported to Child Protection Services (St. Cloud Phone 320.255.6000, ask for Child Protection) the local police (320.255.1200), or the county sheriff.
2. Reporting of abuse/neglect events that occur within the center itself. Such incidents must be reported to the Department of Human Services, Division of Licensing. Call 651.431.6600 to make the appropriate report. Any person who in good faith suspects abuse of a minor is obligated to report that suspicion.
3. If your report does not involve possible abuse of neglect, but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the department of Human Services, Licensing Division at 651.431.6500.
4. If you know or suspect that a child is in immediate danger, call 911.

Who Should Report Child Abuse and Neglect

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

What to Report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.566).
- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

Retaliation Prohibited

An employer of any mandated reporter shall not retaliate any disciplinary action for that reason alone, including discharge against the mandated reporter for reports made in good faith or against a child with respect to whom the report was made unless it is proven that the report was made to do harm. The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliations have occurred.

Failure to Report

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

Internal Review

When the center has information about the reporting of suspected abuse and neglect, either internally or externally, the director will conduct an internal review and take corrective action if necessary.

This internal review will evaluate:

- If related policies and procedures were followed;
- If policies and procedures were followed;
- If there is a need for additional staff training;
- If the reported event is similar to past events with the children or the services involved; and
- If there is a need for corrective action by the license holder to protect the health and safety of children in care.

At time of report:

- At the time of report, the staff persons will be reassigned to other duties that do not call for unsupervised contact with children until the culmination of the Internal Investigation at which time he/she may return, or be subject towards further investigation.
- Investigation of existing staff will regard to alleged child abuse and neglect shall be pursued by the director, Vice President for Student Life and Development, and the appropriate enforcement agencies.
- Persons suspected of child abuse and/or neglect may be reassigned, suspended, or terminated from their
- employment at the Lindgren Child Care Center and the University.
- It shall be the policy of the Lindgren Child Care Center to not hire a staff person convicted of or admitting to or been the subject of substantial evidence of an act of child battering, child abuse, child molestation, or crimes of moral turpitude or debasement. All staff will be required to submit information for criminal background checks before working directly with children.

Primary & Secondary Positions to Ensure Internal Reviews are completed

The internal review will be completed by the director. If this individual is involved in the alleged or suspected maltreatment the associate director will be responsible for completing the internal review.

Documentation

Documentation of internal review will be completed and will be provided to the commissioner upon request.

Corrective Action Plan

Based on the results of the internal review, the Lindgren Child Care Center will develop, document and implement a corrective action plan designed to correct current lapses and prevent future lapses in performance by individuals or the license holder.

Staff Training

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

Chain of Command

Generally, all staff are under the supervision of the director. However, there are teacher positions where supervision is directly received. The Infant Teacher supervises the infant aides and assistants. The Toddler Teacher supervises the toddler aides and assistants, and the Preschool Teacher supervises the preschool aides and assistants. Inter-staff problems must be resolved within the center. Staff must talk it out. If that doesn't work, staff should arrange a mutual meeting with the director.

Cleaning and Disinfecting

The Center cleans and disinfects to effectively control germs by frequent and thorough hand washing and cleaning and disinfecting surfaces. The Center does it whether dirt is visible or not, knowing that germs are invisible. Disinfecting is the process of destroying harmful germs on surfaces using specific products, and in the child care industry household bleach is the product recommended by the Centers for Disease Control, American Academy of Pediatrics, and US Health Department.

The Center bleaches tables, changing tables, high chairs, and other hard-surface center items. Staff make bleach fresh each morning in the following proportions:

Type of Surface	Amount of Bleach ULTRA	Amount of Water
Hard Surfaces: Changing tables	1 ¼ tsp.	1 pint = 2 cups
Tables, high chairs, mouthed toys	¼ tsp.	1 pint = 2 cups

Each classroom maintains a Cleaning and Sanitizing Checklist (example in this folder) at least by task, and some also by named teaching staff responsible. Teaching staff perform these cleaning and sanitizing tasks daily. These Cleaning and Sanitizing Checklists are designed from the above-mentioned as recommended by NAEYC's "Cleaning, Sanitizing, and Disinfecting Frequency Table." Our custodian is responsible for toilets, mopping floors, vacuuming, carpet cleaning monthly, trashes, and these tasks are taken care of on a nightly basis.

We identify the following:

- Cleaning: washing dirt with soap and water
- Sanitizing: removing dirt and bacteria, i.e. bleach water

All diapers are placed in closed hands-free diaper receptacles in their respective changing areas.

Outdoor Rules

Staff should remember that when they are outside with the children, their main concern should be the children and their safety. Staff should be INTERACTING WITH and watching the children AT ALL TIMES. They must not abuse this time for rest and relaxation.

When on the playground, children are not allowed to throw rocks. Children should only throw balls in play.

Staff should use precaution when children are around strangers. Staff shall be sure they know where their entire group is at all times. STAFF MUST NOT INTERACT WITH STRANGERS. IF THEY ARE KNOW TO STAFF, THEY ARE STILL STRANGERS TO THE CHILDREN.

Before leaving the center, staff must be sure to take a head count and write a note on the white message board in

the classroom. Information should include the time leaving, anticipated return time, and route of walk or destination. One staff member must bring their cell phone with and leave their number with someone in the office. Children should be encouraged to use the restroom before leaving and wait for the group. Staff must bring the fanny pack which contains basic first aid supplies.

Children should walk on the sidewalk and not go into the street or on stairways. Everyone must use designated cross-walks. Children should never climb on sign posts, hydrants or trees, nor should they touch wild or seemingly domestic animals.

Outings and Outside

When walking outdoors, the Center has one teacher in front, one in back, and children holding hands. A constant head count is maintained. Staff are generally aware of common safety such as no stone throwing or jabbing with sticks. Children with applicable will assist in looking both ways before crossing a road. Children will not be allowed to venture into parking lots or work areas. Each classroom also posts a note saying where they are when they leave for walks.

Linguistically Relevant Staff and/or Volunteers

If the classroom teachers along with a family see a need for staff or volunteer services that are linguistically relevant the Lindgren Child Care Center will make every effort to make this connection. This will be done by contacting the relevant linguistic or cultural student organization on campus. Another resource could be the Center for International Studies, SCSU.

Termination/Grievance

Termination- In the event any of the following occur, a child and parent(s) may be excluded from the center:

- Non-payment of fees
- Non-affiliation with the university
- Abuse of staff or children at the center
- Inability of staff to adequately care for child's needs
- Chronic lateness in child pick-up
- Parent is hostile, uses profane language, and is verbally or physically threatening or abusive toward staff or client of the center
- Abuse of center policies.

Grievance- If a parent has a complaint or concern about some aspect of the program, they should first try to settle the grievance with the teacher or other adult involved. Policy matters or unresolved conflicts should be discussed with the center director. Further unresolved matters may be taken to the Vice President for Student Life and Development.

Dress

Customers (parents, students, families, guests, other University personnel) form impressions of the University and the department based on their experiences with services provided and how we present ourselves. An employee's dress or attire is an important part of these impressions. Clothing should be tasteful and appropriate for the position, the Lindgren Child Care Center will show Husky Pride by providing SCSU apparel for all staff, which is required by all.

- Staff must dress neatly and appropriately for working with young children and for meeting parents.
- Apparel promoting other universities should be avoided
- Shirts should be long enough to touch pants and have appropriate necklines. Underwear of all types should not be showing and visible cleavage is not acceptable.
- Shorts and skirts need to be of appropriate length (when arms are resting at your side, fingers should not be able to touch bare skin).
- Pajamas are not acceptable work attire.
- Text or graphics must be appropriate with final approval by the direct supervisor.
- Some people (parents, faculty, and co-workers) are allergic to chemicals in perfumes, colognes, and lotions so wear these substances with restraint.
- Hats may not be appropriate in an office; however, may be required for certain positions. Head covers

- required for religious purposes or to honor cultural tradition are allowed.
- Children go outdoors daily, so staff need to dress for outdoor weather appropriately. THIS MEANS WITNER TOO!
- Flip flops and other open toed shoes should be avoided as they can be a hazard to both children and staff in the event a staff person must move quickly to support the safety of a child.
- Staff must remember that they are a role model for the children in our care.

Duty Hours

In order to maintain the legal and necessary adult to child ratio, it is essential that staff work the hours they are scheduled. The Center is open 5 days a week. When staff members are scheduled on Fridays, the Center expects them to work on Fridays. If staff are unable to work their hours (illness, etc.) it is their responsibility to find someone to work for them. Failure to find someone to cover their hours will result in disciplinary action.

Each time staff will be required to fill out an absence report form, and give it their lead teacher. If a staff member needs to go to class immediately following his or her work here, and he or she leaves 10 minutes before the hour, he or she must have arrived at work 10 minutes before his or her hour started. Staff get paid to work full 60 minute hours. Staff should, however, remain in their area until their replacement has arrived.

If a staff member works for a period longer than four hours, staff are provided a 15 minute break for each four hour period. If a staff member works a full 8 hour day or longer, this person will receive two 15 minute paid breaks, and one unpaid 30 minute break for lunch.

At any point, a staff person may request a short and immediate break when they are unable to perform their duties. If this break would create a hardship within a classroom ratio, the director will come into a classroom for additional support.

Personnel Files

Several forms will be found in your staff materials. The following procedures apply:

1. Staff Emergency Form- fill out completely and return to the director,
2. W-4- fill out withholding allowance, sign and return it immediately to the director.
3. I-9- fill out and return to the director. This form needs to be completed once at SCSU.
4. Personnel Information Form- fill out both sides completely, sign and return to the director.
5. Background Study Form- fill out completely with black ink, and return it immediately to the director.
6. You must also provide a current copy of post-secondary transcripts.
7. Complete confidentiality statements and other paperwork as requested, and submit to the director.

General Safety Rules

For the protection and safety of all employees, the LCCC has established the following rules designed to prevent accidents and injuries. Compliance with these rules will be mandatory.

- All accidents and injuries must be reported to the supervisor at the time of occurrence and recorded.
- All spilled juice, water and other liquids must be wiped up immediately.
- Any defective equipment must be immediately reported to your supervisor.
- Failure by an employee to comply with the safety rules will be grounds for corrective discipline.
- Equipment shall not be operated until you have received proper instruction on their operation.
- Mop buckets containing water shall not be left unattended at any time.
- All staff must ensure that any door with a door closure attached remains securely latched at all times.
- All doors and emergency exits will remain free of obstructions.
- Cots shall have 18 inches clearance on all sides.
- All cribs shall have 24 inches of clearance on all sides excluding sides adjacent to classroom walls.
- Children will be instructed to refrain from climbing on equipment or furniture not designed for this purpose.
- When carrying material, caution will be exercised in observance of obstructions, loose material, etc.
- All material will be stacked and stored in proper areas.
- Materials will not be stored in hallways or walkways. They must be kept clear at all times.
- Lifting: Attempting to lift or push an object which is too heavy must be avoided. You must contact the supervisor when help is needed to move a heavy object.

Following these tips to avoid compressing the spinal discs or straining your lower back when you are lifting (child or object):

- **Keep a wide base of support.** Your feet should be shoulder-width apart, with one foot slightly ahead of the other (karate stance).
- **Squat** down, bending at the hips and knees only. If needed, put one knee to the floor and your other knee in front of you, bent at a right angle (half kneeling).
- **Keep good posture.** Look straight ahead, and keep your back straight, your chest out, and your shoulders back. This helps keep your upper back straight while having a slight arch in your lower back.
- **Slowly lift** by straightening your hips and knees (not your back). Keep your back straight, and don't twist as you lift.
- **Hold** the load as close to your body as possible, at the level of your belly button.
- **Use your feet** to change direction, taking small steps.
- **Lead with your hips** as you change direction. Keep your shoulders in line with your hips as you move.
- **Set down** your load carefully, squatting with the knees and hips only.

Health and Wellness

Our goal for is to make a positive difference in the lives of our teaching staff and to help them enjoy happier, healthier lives. We will provide awareness and education by including worksite wellness information in new staff orientation, posting flyers on walls or bulletin boards and sending e-mail correspondence. Components of our wellness program will include:

Environmental wellness: The positive perception of the environment that one works and lives in.

Emotional wellness: Possession of a secure self-identity and a positive sense of self-regard; also the ability to cope with and/or improve unpleasant mood states

Spiritual wellness: A positive perception of meaning and purpose in life.

Social wellness: A perception of having support available from family, friends, or co-workers in times of need and a perception of being a valued support provider.

Intellectual wellness: The perception of being internally energized by an optimal amount of intellectually stimulating activity.

Physical wellness: A perception and expectation of physical health.

All teaching staff should know about available resources available to them as members of the St. Cloud State community. The below links will lead to on and off campus resources to support each teaching staff member in stress management, prevention and treatment of depression, and/or general wellness.

<https://www.stcloudstate.edu/sld/departments.aspx> Student Life and Development

<https://www.stcloudstate.edu/sps/campus-resources.aspx> Campus Resources

<https://www.stcloudstate.edu/sps/community-resources.aspx> Community Resources

Staff Meetings

There will be a teacher's and director staff meeting at a designated time every week. Individual age group teachers will schedule their own staffing and planning sessions according to availability of personnel. Each age group staff Opening and Closing

Opening: If a staff member "opens" in the morning, he or she has a key. He or she must be there not later than 7:00 a.m. summer or 7:30 a.m. fall and spring semesters to open the door. Specific opening duties are posted for each classroom. He or she must greet parents and children upon arrival.

Closing: If a staff member "closes" in the late afternoon, there are many things that need to be done. He or she is responsible for the children that are left in the center until closing. That staff member must greet parents when they come to pick up their children and assist them in getting the children's things together. If he or she does not recognize someone picking up a child, he or she should ask him/her to identify him/herself, ask to see a picture I.D. and double check the information in the child's file for Authorized Persons to Pick Up Child. Staff must stay in the center until all children in their area are picked up. Specific closing responsibilities are posted in each classroom.

Friends, "important others", rides home, etc, are NOT ALLOWED to wait for staff in the center until they finish.

They must wait outside of the center in the ECC building.

Staff Orientation

Before new teaching staff are able to have unsupervised contact with children, they must complete a comprehensive orientation training. This orientation consists of MN Department of Human Services licensing training requirements and Criminal Background Check in addition to center and classroom specific information. When every piece of the training and criminal background check is complete and clear, the new teaching staff is able to have unsupervised contact with children. Unless notified by the director, it is assumed all practicum/internship students have NOT completed the complete training and background check procedure and will NOT receive any unsupervised contact with children.

Volunteers and support staff will NOT have unsupervised contact at any time. They must be with, and supervised by, regularly scheduled teaching staff at all times.

Performance Evaluation

Lindgren Child Care Center employs staff in two broad categories. The first category is comprised of the full - time professional staff; the director, associate director, and infant, toddler, and preschool lead teachers. All of the personnel policies of these individuals are guided by the Master Agreement between the Minnesota State Colleges and Universities (MnSCU) and the Minnesota State University Association of Administrative and Service Faculty (ASF) affiliated with Minnesota Teamsters Local 320.

The Master Agreement Article 6 describes that all evaluation reports are contained in the personnel file, and by Employer and ASF member understanding these evaluations must be completed annually.

The second broad category of staff at Lindgren Child Care Center is made-up of all of our part-time St. Cloud State University student employees. All part-time student employees are evaluated four times a year by their lead supervising teachers, using an instruments designed for each classroom. Student staffs complete a self-evaluation at mid-term along with the end of each semester along with the classroom teacher. Each classroom teacher has created an age specific evaluation form which includes: Interaction with Children, Interaction with Parents, Interaction with Staff, and Personal Responsibilities.

Position Description

Staff at the Lindgren Child Care Center must meet certain requirements for the different types of teacher: teacher, assistant teacher, and teaching staff. In addition, there are descriptions of the position for assistant teachers, teaching staff, receptionists/office assistants, and the assistant to the director.

Program Professional Development Plan (PPDP)

The LCCC Program Professional Development plan is an annually updated document which is developed by the director and lead teachers. Specific trainings included in this plan come from staff evaluations, staff satisfaction survey, parent satisfaction survey, and lead staff observation. The PPDP is shared with teaching staff during each orientation: Fall, Winter, Summer.

Professional Resources for Teaching Staff

1. [MN Thrive Initiative](#)
2. National Association for the Education of Young Children [NAEYC](#)
3. Minnesota Association for the Education of Young Children [MNAEYC](#)
4. [National Coalition for Campus Children's Centers](#)
5. [Center for Inclusive Child Care](#)
6. [Develop: The MN Quality Improvement & Registry Tool](#)
7. [MN Department of Education](#)
8. [Early Childhood Family Education](#)
9. MN Department of Human Services (licensing)
10. [Transforming Minnesota's Early Childhood Workforce](#)
11. [Minnesota Centers of Excellence for Young Children with Disabilities](#)

RECRUITMENT AND MAINTENANCE OF STAFF

Teachers

Our teachers have longevity in this program. These positions are supported with union contracts and exceptional fringe benefits. When we have the need to hire, we follow university Affirmative Action procedures for hiring, which include conducting regional searches. Work is done by search and screening committees, recommendations for hire go to the Vice President for Student Life and Development, and finally to the President of the University. Qualifications for the position are defined by the position description.

Teaching Staff

Our policy and practice will be that each child's age group will have staff assigned to achieve particular ratios as stated. There is a full-time lead teacher in each classroom. Teaching staff do vary from day to day and from hour to hour. Once the schedule is established, the teaching staff is stable for the rest of the semester. Frequently the same staff person will come, leave, and return to work in the room. Teaching staff assigned to a particular age group work with that age group throughout the duration of their employment at Lindgren Child Care Center. Close examination of enclosed staffing patterns verify that, from hour to hour, the composition of the teaching staff does not change more than 50%.

Student staff are trained, coached, and mentored by their lead teachers. They work in these lead teacher's classrooms for their tenure here at St. Cloud State University. Therefore they consistently work in the same age classroom, and have responsibilities for working with a specific assigned group of children. This provides for continuity of relationships between teaching staff and children.

Role

Staff are qualified teachers, assistant teachers, and child care aides. Lead teachers have Bachelor degrees and Pre - kindergarten teaching licensure with strong experience in early childhood care and education. Assistant teachers have at least two years of post-secondary education and experience in licensed child care

Centers. Child care aides are developing skills of working with young children while working at the center, many of which are SCSU work-study students. All staff members are required to participate in on-going training designed especially for the center to ensure consistency with our mission and program goals. An excellent adult to child ratio is maintained at all times, averaging two to five for infants, one to five for toddlers, and one to seven for preschoolers.

Salary

All student staff is eligible for salary increases based on length of employment and professional qualifications. Currently all beginning student staff will begin employment with a \$10.00 per hour salary. After one year the student will be granted a raise to \$10.25 per hour. After two years of required coursework, staff with 1020 hours of experience working with children are eligible to be paid at the assistant teacher rate of \$ 10.50 per hour. If a student employee has 4016 hours of experience and 24 credit hours of relevant coursework, the employee shall receive a

\$12.00 per hour salary. All salary increases also require support from lead teacher in classroom of employment through semester performance evaluations. The base salary for work-study students is set by the Office of the Chancellor, MNState.

Staff Development and Training

In accordance with our philosophy the St. Cloud State University's Lindgren Child Care Center offers a comprehensive training program that gives each teaching staff member the opportunity to learn, develop, and practice in a high quality early care and education facility. This Program Staff Development Strategy describes how student employees are prepared for employment in the early care and education field.

These areas include;

1. A rigorous orientation giving each new and returning staff person the tools necessary to begin work at the Lindgren Child Care Center,
2. Appropriately scheduling staff according to experience and capability,,
3. Monthly in-service trainings designed by the lead teachers and administrative team. These trainings are

offered each year along with relevant topics to address issues happening in the classrooms and with specific needs of classroom staff. This plan complies with both MN Statute 245A.40 and NAEYC Accreditation requirements,

4. Modeling, mentoring, and evaluation,
5. Child Care Aware professional development and training opportunities that seek to positively impact the experiences of children in child care settings by expanding the knowledge, skills, attitudes and beliefs of those who care for them.
 - Trainings are offered through Child Care Aware of MN
 - All trainings are approved by Parent Aware the MN Early childhood Quality Rating System
 - All trainings are structured to lead to credentials, such as the CDA.
 - Staff register with the MN Center for Professional Development where they are able to track themselves in the MNCPD Career Lattice
 - Staff are encouraged to complete a career professional development plan through the MNCPD

Staff Health Assessment

All staff, professional and student, will be required to have on file a completed Staff Health Assessment form. This form will be completed by the staff person's health care provider. The only exemption to full completion of this form is for graduates of Minnesota State High Schools after 1997. These students do not have to supply the university with complete immunizations as they have been compliant to state policy during their high school career.

Teachers and Specific Classrooms

Each child's age group will have staff assigned to achieve particular ratios as stated. Teaching staff assigned to a particular age group will be primarily assigned to work with that age group throughout the duration of their employment at Lindgren Child Care Center.

Student staff are trained, coached, and mentored by their lead teachers. They work in these lead teacher's classrooms for their tenure here at St. Cloud State University. Therefore they consistently work in the same age classroom, and have responsibilities for working with a specific assigned group of children

Volunteers, Substitutes, Interns, and Practicum Students

All volunteers, substitutes, intern and practicum students must complete on initial which includes all of the following:

- health, safety, and emergency procedures;
- acceptable (and unacceptable) guidance, discipline, and classroom management techniques;
- child abuse and neglect reporting procedures;
- a review of pertinent regulatory requirements.
- The online training can be found at:

https://stcloudstate.co1.qualtrics.com/jfe/form/SV_b3kX5WwitasRsIR