

Parent Handbook

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Mission

St. Cloud State University's Lindgren Child Care Center provides infant, toddler, and pre-school-aged care to the children of SCSU students, staff, and faculty. As a place where theory is put into practice, Lindgren Child Care Center is a training and laboratory resource to the entire campus, and a model of excellence for the community of St. Cloud. Our hours of operation follow the academic calendar. Fall and Spring semesters we provide services Monday through Friday, 7:30 a.m. – 5:00 p.m. During summer sessions we are open Monday through Friday 7:00 a.m. – 4:20 p.m. We are closed according to the University schedule of holidays and days that classes are not in session. Professional development days may also result in the Center being closed.

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 child care 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.

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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.

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Goals for Parents

Our goal is to help parents:

- Develop realistic, age appropriate expectations for their children;
- Clarify values and explore methods of child guidance;
- Explore parent involvement as a method of maintaining quality environments for children;
- Strengthen family-school partnerships and communications.

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Personnel

Staff are qualified teachers, assistant teachers, and child care aides. Lead teachers have Bachelor degrees and Pre-kindergarten 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 specifically 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.

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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.

Preschoolers (33 months-5 years)

Activities of social, motor, language, cognitive and sensory experiences are planned for the preschool children. This is done through emergent curriculum where the children's interests are observed, followed, and documented. Activities are then planned in all developmental areas which are connected to the children's interest area. They include large and small group activities for the day, music experiences with song or dance, story telling and role playing, creative movement activities, finger plays, arts and crafts, woodworking, outdoor play and special field trips. Naptime is scheduled in the afternoon. The staff to child ratio is 1:7, with 25 preschoolers enrolled.

The Philosophy of the Preschool Program is to provide children with endless opportunities to explore and investigate the world in which they live. The children's interests are paired with educational experiences (in all

developmental domains) that are relevant, engaging, and meaningful. We believe that children who become active participants in their learning will continue this trait through their educational careers. To assist the children in becoming active learners, we have adopted an emergent (project based) curriculum.

It is only as children search for answers to their own questions via discussion, investigation, and experimentation that they begin to grasp and understand complex concepts that are foundational to later learning. Rather than use teacher directed thematic units, teachers integrate curriculum goals carefully within open-ended projects of inquiry chosen by the children (Katz & Chard, 1989).

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.

- Infant Curriculum, Appendix III-L
- Toddler Curriculum, Appendix III-M
- Preschool Curriculum Appendix III-N

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Communication

E-mail is an official form of communication to students, faculty, and staff at St. Cloud State, so please check e-mail frequently to be sure you don't miss important announcements. Your SCSU generated e-mail, ending in @stcloudstate.edu, will be the only official e-mail used for communication. Non student parents may be added to a distribution list, but reliability of delivery cannot be guaranteed.

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Immunizations

The Minnesota Department of Health requires each child's immunizations to be up to date in order for him or her to be enrolled in the center. The recommended schedule is available at doctor offices or at www.health.state.mn.us/divs/idepc/immunize/schedules.html.

If upon enrollment and as age appropriate your child requires routine health services, a copy of an appointment reminder with a health consultant will suffice to keep children enrolled.

Office staff check children's immunizations periodically to be sure all children are keeping up to date on their immunizations.

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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.

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 center.
- 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).

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.

Illness and Injury

Parents should notify the teacher when they drop their child off if the child did not eat well, did not sleep well, or seems to be out of sorts. Parents should also notify the teacher if their child has been diagnosed with pink eye, strep throat, chicken pox, measles, lice, scabies, etc. If a child becomes ill at the Center, parents will be notified to come and pick their child up immediately. For this reason, it is extremely important that parents are careful to inform the Center where they are each hour their child is in the Center. The Lindgren Child Care Center does not rely on cellular phones; parents must tell the Center where they are in class and where they study. If parents cannot be reached, the Center will call the persons authorized by parents to pick up the child. Until the parents come, ill children will be separated from the group.

The Center's policy is stringent: The Lindgren Child Care Center does not care for sick children. Therefore, each parent must make other arrangements for their child when they are sick. The Center keeps sick children out of the center so the healthy children remain healthy. The center has no facilities to care for sick children. Therefore, each parent must make other arrangements for children when they are ill. Teachers are required to have First Aid training, and will proceed accordingly.

Children should remain home when any of the following situations arise:

- The child is ill enough to require one to one attention in order to be comfortable;
- The child's temperature is 100°F or above (a temperature is the body's basic defense mechanism to battle illness so a temp is an indicator that a child is ill. Parents should not give their child acetaminophen to reduce fever and then bring them to the center).
- The child has any communicable infectious disease such as pink eye, measles, chicken pox, mumps, strep or bronchial infections;
- The child has profuse, thick, yellow or green nasal discharge or discharge from the eyes or ears. A profuse discharge is one which the nose needs to be wiped every 3-5 minutes;
- The child has any infectious skin disease or rash, such as active fever blisters, thrush, or impetigo;
- The child has persistent, non-productive, excessively forceful, or 'barking' cough that interferes with their program day;
- The child has an intestinal disorder accompanied by nausea, diarrhea, or vomiting. To prevent the outbreak of gastro-intestinal disease in the center, the center must exclude all children and staff with diarrhea from the facility. Parents must NOT bring their child to the center if their child has diarrhea regardless of the cause. Children shall be excluded from attending the center until the child is without nausea, diarrhea, or vomiting for 24 hours.
- With influenza or other illnesses with fever, children shall be excluded from attending the center until the child is without fever for 24 hours without the aid of acetaminophen.

Minor injuries will be treated with appropriate first aid and parents will be informed about them on an accident report.

- Accident Report, Appendix IV-I

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Food and Nutrition

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

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

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail:

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

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

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.

Breastfeeding

The program supports breastfeeding by

- accepting, storing, and serving expressed human milk for feedings;
- accepting human milk in ready-to-feed sanitary containers labeled with the infant's name and date and storing it in a refrigerator for no longer than 48 hours (or no more than 24 hours if the breast milk was previously frozen) or in a freezer at 0 degrees Fahrenheit or below for no longer than three months;
- ensuring that staff gently mix, not shake, the milk before feeding to preserve special infection-fighting and nutritional components in human milk; and
- providing a comfortable place for breastfeeding and coordinating feedings with the infant's mother.

Choking Hazards

The Center does not the following foods 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 1/4-inch square for infants and 1/2-inch square for toddlers/twos, according to each child's chewing and swallowing capability.

Infants/Toddlers

- The Lindgren Child Care Center does not offer solid foods and fruit juices to infants younger than six

months of age, unless that practice is recommended by the child's health care provider and approved by families. Sweetened beverages are avoided. If juice (only 100% fruit juice is recommended) is served, the amount is limited to no more than four ounces per child daily.

- Infants unable to sit are held for bottle-feeding. All others sit or are held to be fed. Infants and toddlers/twos do not have bottles while in a crib or bed and do not eat from propped bottles at any time. Toddlers/twos do not carry bottles, sippy cups, or regular cups with them while crawling or walking. Teaching staff offer children fluids from a cup as soon as the families and teachers decide together that a child is developmentally ready to use a cup.
- The center staff work with families (who are informed by their child's health care provider) to ensure that the food is based on the infants' individual nutritional needs and developmental stage.
- Except for human milk, staff serve only formula and infant food that comes to the facility in factory-sealed containers (e.g., ready-to-feed powder or concentrate formulas and baby food jars) prepared according to the manufacturer's instructions. Bottle feedings do not contain solid foods unless the child's health care provider supplies written instructions and a medical reason for this practice. Staff discard after one hour any formula or human milk that is served but not completely consumed or is not refrigerated. If staff warm formula or human milk, the milk is warmed in water at no more than 120 degrees Fahrenheit for no more than five minutes. No milk, including human milk, and no other infant foods are warmed in a microwave oven.
- We feed whole or reduced fat cow's milk to children ages 12-24 months. We do not feed cow's milk to children younger than 12 months. A request to differ from the latter policy would require a Special Dietary Statement from the child's health care provider.

Menus

Center menus are prepared and posted in every classroom on the refrigerators. These menus are prepared between the director, teachers, and the staff at SODEXHO, Inc, the caterer. They are kept on file for review by Dr. Brenda Lenz, who serves as our health consultant. Copies of the entire menu cycle are available to parents on request. Because we participate in the CACFP, the menus are also reviewed by specialists in the Child Nutrition Section of the Minnesota Department of Education, who administers our participation in the CACFP.

Special Diet

On rare occasions children have medical dietary needs. Parents may request alternative foods, but in order for the Center to continue receiving reimbursement for that meal, parents must have their doctors complete a Special Dietary Request. These are available from the director.

- Allergy/Food Exemption Statement, Appendix IV-C

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Nap and Rest Policy

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.
- 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 are placed on their backs on a firm surface.
- Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs.
- The baby's bib should be removed before placing the baby in the crib.
- If a blanket is used, the infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant's chest.
- The infant's head remains uncovered during sleep.
- The side rail is fastened in the "up" position after placing the baby in the crib.

After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position. Unless documentation from the infant's parent directing an alternative sleeping position for the infant exists.

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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/weather/> 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 recommendation 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 SCSU community. When this has been determined all children will remain in their assigned classrooms until the air quality concern is lifted.

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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 when 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 (302-255-1200), 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 or neglect, but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the department of Human Services, Licensing Division at (651) 431-6500.

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 against the mandated reporter for reports made in good faith or against a child with respect to whom the report was made.

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.

Hospital Information

If a child becomes seriously injured, the Center will call Gold Cross Ambulance Services for transport to the St. Cloud Hospital emergency room. Parents will be notified to go to the hospital. A staff person will accompany the child to the Emergency Room and will stay until parents arrive. Below is the address and phone number of the St. Cloud Hospital.

St. Cloud Hospital
1406 6th Avenue N.
St. Cloud, MN 56303
320-251-2700

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Insurance

The State of Minnesota acts as insurer for the Lindgren Child Care Center facility. The University carries a comprehensive liability insurance policy of \$1 million for itself. Parents are encouraged to have their children covered by individual policies.

- Insurance Letter, Appendix I-A

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Child Caused Injury

If a child should injure another person such that medical costs are incurred, it is understood that the parent(s) of the injuring child may be responsible for payments of those medical costs. If a child bites another child and breaks the skin, this will be reported to the Health Department, and the parent will be encouraged to seek medical help.

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Disaster Preparedness and Emergency Evacuation Procedures Plan

The complete Lindgren Child Care Center Disaster Preparedness and Emergency Evacuation Procedures Plan is posted behind the emergency routes on each exit door and also behind the main office door.

- Disaster Preparedness and Emergency Evacuation Procedures Plan, Appendix VI-A

PLAN	DESIGNATED PERSON
<p>Shelter in place: <i>danger outside of the building or danger inside the building; lockdown.</i> All doors are locked, all shades are drawn, children and staff gather in safe places: preschool cubby areas, 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.</p>	<p>Associate Director and if both director and associate director are not on-site, lead teachers are the designated persons to assume authority.</p>
<p>Evacuate because of fire: 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. <i>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 classrooms are equipped with smoke detectors. [Staff Handbook p. 4]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>
<p>Evacuate because of tornado: 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. <i>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. [Staff Handbook p. 4]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>
<p>Missing children: <i>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.</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated. If this should occur during transition, the assistant director would assume authority, and designate another staff person to be in charge.</p>
<p>Security Threats: <i>If we are advised to evacuate not only our current space but also the ECC building, we will go to the A120 lounge of the Education Building. Easy automobile access to this area is from N Parking Lot, or 4th Avenue. We will post this information on signs on our doors when we leave the ECC Building. When advised to shelter in place, we will lock all doors, pull blinds, and admit no one until we get the all clear from authorities.[Staff Handbook, p.5]</i></p> <p>St. Cloud State University maintains an Emergency Operations Plan and Procedure, and an easy-to-use flip chart of these procedures is</p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>

<p>located in the Lindgren Child Care Center office as well as in the classrooms. The overall plan is intended to be sufficiently flexible to accommodate contingencies of all types, magnitudes, and duration.</p>	
<p>Utility Failure: <i>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. [Staff Handbook, p.4]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>
<p>Emergency transport and escort from the program: <i>If your child becomes seriously injured, we will call Gold Cross Ambulance Services for transport to the St. Cloud Hospital emergency room. You will be notified to go to the hospital; a staff person will accompany your child to ER and stay until you arrive. St. Cloud Hospital, 1406 6th Avenue N.; St. Cloud, MN 56303 320.251.2700. [Parent Handbook p., 13]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>
<p>Practice and drill: <i>Fire and Tornado Procedures: The Center practices monthly fire drills and follows routine evacuation procedures. We practice monthly tornado drills April to September. Emergency evacuation routes are posted on all the exits. [Parent Handbook, p.13]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>
<p>Blizzard Procedure: <i>The Lindgren Child Care Center will follow the same schedule of weather-related closing as does the University. [Staff Handbook, p.4]</i> Weather Related Closings: <i>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 parents to use their best judgment in determining whether or not their child will attend on severe weather days without undue risk. [Parent Handbook, pp. 13 – 14]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>

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Closings

The Center will close only under two circumstances: when the University classes are closed, and when all lead teaching staff are absent to attend professional development, unless qualified, licensed substitutes are hired.

Cancellation of Classes due to Weather or Other Emergencies:

Any decision to cancel classes is made by the president or the president's designee, after consultation, as appropriate, with the highway patrol, MTC, MnDOT, MnSCU, the Weather Service, and SCSU Meteorologist. In the event of non-weather related situations, decisions are made after consultation with Student Health Services, Public Safety or others as appropriate. All employees are expected to report for work.

Campus Closing due to Weather or Other Emergencies:

The decision to close the university is made by the president or the president's designee after consultation, as appropriate.

Any decision to close the university or cancel classes or events will be announced, if at all possible, before 6 a.m. for day classes and events, and before 3 p.m. for evening classes and events.

Closing/cancellation decisions will be announced as follows:

Radio: WJON/WWJO, KCLD/KNSI/KZBK/KCML, WCCO 830 AM, KVSC, WYRQ/KFLM/KLTF, KWLM/Q102/K100/KRJB

Television: WCCO Channel 4, KSTP Channel 5, KMSP Channel 9, KARE- 11, KSTC Forty5, UTVS, UPN29

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Orientation Meeting

Families who have recently enrolled their child in at Lindgren, and have completed all the forms in the Enrollment Packet are expected to schedule a 30 minute orientation meeting with the director. During this time policies and procedures will be explained and parents may have questions answered. If there are several new families at one time a mandatory orientation meeting may be scheduled. Parents should also expect to have an enrollment conference with their child's classroom teacher during the weeks immediately preceding their child's first day of attendance.

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Arrivals and Departures

Parents and authorized adults must accompany children into and out of the center at all times, and must sign children in and out when coming and going.

- Parents are encouraged to keep routine arrival and departure schedules for optimum staffing.
- Parents will notify teachers when children will not be in attendance, dropped off late, or picked up early to ensure proper staffing.
- Due to Federal and Accreditation requirements, the LCCC is not able to adjust mealtimes.
- 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.

As the Lindgren Child Care Center does not transport children we use the same plan as stated above, each of our children transported are children with disabilities so the procedures used to bring and pick up from transportation were put together with their need in mind.

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.

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Transition

When a child 'ages' from one room in to the next, parents and teachers will consult about how to best accommodate the move. Usually a child starts the transition by spending increasing amounts of time in the new room. Once the child's age requires placement in the next room, teachers and parents will schedule a conference before the child actually makes the move to talk about new routines, expectations, and responsibilities.

The Lindgren Child Care Center also uses established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. If a child currently enrolled develops signs of special needs, center staff will recommend available resources to parents for the diagnosis of the condition. We will work with the parent to implement therapies to the best of our abilities.

Lindgren program staff will accompany parents to special education IEP meetings, or visit other programs and services with families, as support persons and advocates. Because we have linkages with individuals at other agencies, we can actually effect introductions between families and professionals.

When children transition to kindergarten the following procedures are implemented:

1. During both Fall and Spring conferences the preschool teacher speaks with families about kindergarten skills children will need;
2. Teacher coaches parents about what is really needed and what is not so necessary. Skills really needed are self-help skills;
3. Teacher encourages families to find out about the kindergarten round-ups in their districts, and to attend;
4. Teacher writes letters of explanation to kindergarten teachers upon parental request;
5. Lindgren gives children's files to parents when children leave our program before their kindergarten fall, especially including developmental assessments.

We also hotlink from our Parent Resources webpage information about local school district kindergarten round-ups, and remind parents to access the page appropriate to their school district.

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Parent/Teacher Conferences

Family members are provided information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year.

Both parents and staff may wish to call for additional conferences as needed. The Lindgren Child Care Center believes very strongly in keeping our parents informed as to the development of their children. Below is specific language from our assessment plan to document our parent teacher communication policy.

- Developmental assessments are ongoing (year round) with results discussed with the parent throughout the semester, both daily along with two scheduled parent/teacher conferences, one each fall and spring semester.
- Parents are asked to be involved in their child's planning and assessment via an online journal using the Creative Curriculum assessment program.
- Also, on a daily basis the lead teachers discuss with parents developmental milestones reached, developmental progress, and developmental concerns.
- Both formally and informally the lead teachers will disseminate the screening and assessment information gathered for parents. This process will empower the parents as they will feel informed and more knowledgeable about their child's developmental progress.

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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:

1. Ask the name of the person attempting to pick up the child.
2. Ask to see a photo I.D. to verify their identity. Staff members must I.D. any person he or she does not know. This includes parents.
3. Check child's file in the office to see if that person is listed as authorized.
4. Release the child only after verifying the 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 9-911. 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 she would prefer they not drive; his or her concern is for the family.
2. Offer to call them a cab or a friend to drive them.
3. Call the St. Cloud Police 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 I.D. 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 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.

Charge for Picking-Up Late Children

The center closes at 5:30 p.m. during fall and spring semesters and 5:00 p.m. summer. We expect children to be picked up by those times. Two things happen when you are late picking-up your child. First, your child becomes anxious about why you are late. Second, staff (who have lives outside of the center) are detained past their scheduled time and are late for their evening commitments. If children are picked up after 5:40 p.m. (or 5:10 p.m. summer) according to Center clock, a \$50.00 late fee will be applied per child. After 5:50 p.m. (or 5:20 p.m. summer) according to Center clock, an additional \$100.00 will be applied per child. At this time Child Protection will be notified to take custody of the children.

Parent Advisory Group

Lindgren Child Care Center is neither led nor governed by a board of directors, advisory group, council or other similar group. We are led by the Vice President of Student Life and Development of St. Cloud State University, and by the director and associate director respectively.

A parent advisory group may be convened by the director to make recommendations about the program, including but not limited to the center's policies, will be with the University President or his/her designee. The committee will consist of 5 student parent users, one Student Life and Development representative, one Child and Family Studies faculty member, one LCCC teacher and the center director.

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Assessment

We conduct the following child assessments at Lindgren Child Care Center. For screening children, we use the Denver Developmental Screening Test and the Minneapolis Preschool Screening Instrument. For assessment we use Creative Curriculum. Parents and teachers then together create goals for the child. Parents complete User Satisfaction Questionnaires, Student Parent Demographic Surveys, and Exit Interviews when they leave the program. We use the following Environmental Assessments: Infant-Toddler Environment Rating Scale and Early

Childhood Environmental Rating Scale. We conduct assessments of employee performance, and develop trainings accordingly.

Holidays

Holiday activities can contribute to anti-bias curriculum. They are fun and children get involved. Participating in celebrations and rituals helps build a sense of group collectivity. Holidays are a part of our society's cultural life. Parents will find the teachers do not emphasize holidays in their curriculum. However, if parents have a particular custom or ritual they would like to share with all the children, they are encouraged to talk to their child's lead teacher.

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Family Functions

Family functions, training opportunities, and picnics will be planned throughout the year. Participation in these activities is encouraged and appreciated by children, parents, and staff. We provide three opportunities per year, centered on food, for families to meet with one another informally, to learn from and provide support for each other. They are a Fall Family Pot Luck, a Valentine's Day Breakfast, and a Spring Barbeque. Entire families along with all of our employees are invited to all three events, and we have excellent participation.

We also host a campus-wide used book sale every spring, as part of our campus' and curriculum 'green' efforts. Children understand that recycling is a good thing for the planet, and they see a used book sale as a recycling method. Parents, families, and all campus constituents are invited to donate used books to our sale, and the children operate the sale along with their parents and staff for 2 days.

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Photo/Video/Research

Teachers use digital cameras and digital video to capture the activities of children. Documentation of children's activities is used for parents to see what their children are doing in the center, and also a way to broadcast back to children in visual ways what they have been doing. This is how the Center uses and displays photos and video. Occasionally campus newspaper and public relations office ask to take photos of the center for use in their efforts, and when news stories are done about the center. In the event that faculty and students of SCSU propose a research project at the center, a project description and specific permission form will be distributed to parents.

Parents must give permission for children to be photographed or videotaped.

- Permission Form, Appendix III-P

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Non-Enrolled Children Visiting

Unless prior arrangements have been made with the director, children who are not enrolled in the center must be accompanied by their own parent/guardian at all times. Staff to child ratios must be maintained at the center, the insurance does not cover children that are not enrolled.

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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.

Parents should register their desire to hire babysitters with the SCSU Student Employment Service, www.scsucareers.com.

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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 obtained 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. Please remember that 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 by administrative staff (lead teachers, director).
 - Informed Consent, Appendix III-J
 - Consent to Release Private Data, Appendix III-K
- On request, the Regulatory authorities (Minnesota Department of Human Services) of the Lindgren Child Care Center will have access to our confidential materials.

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Parking

The center is provided with four 10 minute parking and loading spaces. These spaces are to be used only for dropping off and picking up children. Cars parked in these spaces for longer than the limit will be reported to Public Safety and auto-clamped.

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Clothing

Children often become so involved in activities at the center that they forget about the types of clothing they are wearing. To meet the children's needs to fully participate in the program and be successful in dressing themselves, parents should keep the following in mind when dressing their children for the Center:

- Be simple enough so the child can put in on and take it off easily.
- Be loose enough to provide freedom of movement.
- Be durable and washable enough to permit vigorous play.
- Be inexpensive so that soiling, damage, or loss will not cause great concern.
- Be appropriate to present weather conditions.
- ALL clothing should be labeled with the child's name.

All children need a complete change of clothing at the center. Infants, toddlers, and those being toilet trained should have 3 complete sets of clothing in their lockers/cubbies. Parents must supply an adequate amount of disposable diapers for all children not toilet-trained. The Lindgren Child Care Center does not allow the use of cloth diapers for health reasons. Parents will incur a charge of \$1.00 per disposable diaper when there are not disposable diapers supplied for their child, which is added to the monthly bill.

Children's wet or dirty clothing needs to be changed immediately. Center staff members check the child's cubby for clean clothing. There is also extra clothing in each area. For older children, teaching staff encourage them to do their own changing. Dirty clothes are put in plastic bags, labeled with the child's name and placed in the cubby. For infants and toddlers, we put the bag in the "Soiled Clothes" locker and leave a note on the child's chart.

Clothing Suited to the Weather

Parents must be sure to have clothing appropriate to the weather each day their child attends. Children play outdoors every day. In Summer wide-brimmed sun hats, and in Spring and Fall a light jacket, hat, and gloves, is appropriate. In Winter, hats, mittens, boots, snow pants, and jackets are necessary. All clothing, including shoes and boots, must be marked with child's name.

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Toys

Toys brought from home present problems for the children and the staff. Personal possessions are often difficult to share or may get broken. If it becomes necessary for a child to bring a toy from home it must be something that can be shared by a group of children (CD, books, etc.) or else it must be left in the child's cubby/locker. Toys that resemble weapons are NOT acceptable at the center. If a child has a special toy, expensive toy, or toy with many pieces, parents must please keep it safely at home.

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Cubbies

Children are provided with cubbies or lockers at the center as a means of keeping their belongings together. Parents should check their child's cubby/locker each day for communications, art projects, wet or soiled clothing, etc. that need to go home.

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Birthdays

Children's birthdays are a special day to share with friends. The Lindgren Child Care Center cannot have parents bring in cake, snacks, etcetera for birthdays as there is a policy that states, there will be no outside food brought into the center. Each child will receive a birthday sign on the locker/cubby for their birthday acknowledging the importance of the day. Your child's birthday is a special day to share with friends. If you would like to commemorate your child's birthday, please speak with your child's teacher about an appropriate gift.

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Classroom Guidance 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.

Infant Guidance

You will mostly use one or more of these:

- Substitution.
- Redirect child to another activity.
- Remove child from a situation.
- Remove object from child.
- Saying in a positive way what you're doing.

-
- Saying "no" from across the room is usually ineffective.
 - Instead of a number of staff saying the child's name, (which gives the child a lot of attention for the behavior) **one** staff person should move in physically close and take action.
 - Immediate **action** works better than giving directions verbally.
 - Staff should be down on the floor **close to the babies**, and move as the babies move, to **prevent situations**.
 - Develop the ability to watch the **entire** room.

Tips:

- Say things in the positive. "Out of your mouth", "use your fingers," etc.
- Be specific. Instead of "Be nice" say "Touch gently".
- Do not expect sharing of infants.
- Use "no" sparingly. Find positive ways to say what the child *should* do.
- Do not label a child ("naughty" etc.)

Sharing and Limit-Setting

The following are some basic guidelines for appropriate guidance for babies:

Be specific.

Tell the baby what he/she should do, not what he/she is doing wrong.

Do not expect babies to share.

Toddler Guidance

Conflict Resolution Policy for Toddlers

In the toddler room the staff is trained to do the following procedures to help toddlers in conflictive situations and to help the room operate more positively. I feel if a room is surrounded by positive remarks and is consistent, conflicts between toddlers are less.

- Staff are trained to have face-to-face interaction when setting limits, rather than talking from across the room
- Staff should tell toddlers what to do instead of what not to do. Say "walking feet inside". Instead of

“Don’t run or no running”.

- Limit the use of negative words such as “Don’t, Can’t, Won’t, and No” The word “no” sometimes has to be used, however, when a child is causing great harm to a child or to himself.
- The staff will praise the toddlers as much as possible, Catch them doing something good.
- Give choices to a toddler if they are refusing to do something. The choices that you give need to have the same outcome. Ex. Child does not want to wash hands. The staff can say “Do you want to put the soap on your hands or should I” either way the desired outcome will happen.
- If two children are fighting over a toy the staff will find another one of the same toy and give it to the child who wanted it.
- To avoid conflict between toddlers the room has two of every toy, because developmentally toddlers cannot share yet.
- If a child is hurtful with a toy, the child is first told what the toy is used for, but if they continue to hurt again with the toy, then they are removed from that area and redirected somewhere else to play. Ex. A child hits a child with a block; the child is told that blocks are for building only. Child hits again with the blocks, the child is removed to another area of the room
- Staff always show comfort to the child who was hurt first and then address the child who was hurting.
- Staff will teach toddlers to talk instead of hurting. Some words include: Move, My turn, Help.
- Sometime distraction still works, so use it if necessary
- Redirect toddlers when you see a conflict that might take place.
- When giving a direction keep it simple, 2-3 words work the best. Ex. Please walk, wash hands please etc...
- Give toddlers time to comply with requests and limits (about 10 sec)
- If a child keeps putting toys in their mouth, instead of continuously telling them to keep the toy out of their mouth, give them a teething toy from the refrigerator, they are probably teething.
- Acknowledge the child’s feelings and desires as legitimate even if you cannot give them what they want.
- If a child bites or has another form of consistent hurting behavior, the behavior is documented in a notebook. The staff are instructed to write such details as time, place, which child was hurt and how the staff handled the situation. The lead teacher shares this information with the parent at pick up.
- If a child does bite more than 2 times, then the lead teacher will sit down with the parent or parents and discuss writing up a behavior plan. The behavior plan will have both the teacher’s and the parent’s input. Once the plan is agreed upon by the parents, teacher and director, then the plan is discussed with the staff and implemented in the classroom.

Preschool Guidance

In the process of learning the complex life skills of cooperation, conflict resolution, and acceptable expression of strong feelings, children, like all of us, make mistakes. Guiding behavior is a big part of every teacher’s job.

-Dan Gartrell-

Child Guidance

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 between adults and children. To provide for the safety of all children, as well as the individual development of each child’s self-help and self-control skills, teachers maintain daily routines and set limits within each age group. These routines and limits are frequently discussed and defined with the children. Consistency, or knowing what to expect throughout the day, helps children develop a sense of trust and understanding in their environment.

Positive, guiding communication with each child is our primary practice to help children develop a sense of independence, confidence, and competence in their own abilities to get along with peers and adults and to involve themselves positively in classroom activities. Teachers “model” language and appropriate ways for children to express their feelings and emotions. Our belief is that children might show “mistaken” behavior when they do not know how to do it right. Our efforts in guiding children will focus on showing children appropriate behavior.

Preschool Behavior Guidance Techniques

All children are encouraged to “talk” to explain how they feel. Appropriate and positive behaviors are recognized and reaffirmed daily. A teacher’s response to inappropriate or negative behavior may include: ignoring the behavior, reasonably discussing the problem, redirecting the child’s activity, and using clear, firm words to instruct the child about more positive ways to express him/herself. A preschool child might be invited to assist in restoring order as a consequence of some inappropriate behavior. For instance, a child might be asked to help rebuild the block tower of another that was knocked down. Consequences will be constructed with reasonable alternatives rather than punitive punishing responses.

Principles for Guidance of Young Children

Children playing in a group need help and guidance. We use these principles to guide the children:

- We face children when speaking to them.
- We make sure to have the child's attention before giving directions or making suggestions. Go to him/her; call him/her by name.
- We give positive suggestions. Such as "Please keep the crayons on the table", rather than "Don't put the crayons on the floor". This puts the child in the wrong without suggesting what he should do. The two statements may seem to mean the same thing, but there is a great deal of difference in the way they aid or hinder the child's actions.
- We avoid comparisons and competitions among children. Children should not feel that their chances for approval depend on being "first" or "best" or beating someone.
- We give logical reasons when reasons are in order. Say "Throwing the ball in the house may hit someone. Would you like to color or play with the blocks now?" Avoid saying, "We do not throw balls in the house". The child wonders what is meant by "We", why he has to do as "We" do. He stops to please you or because you make him, without associating any reason or realizing any danger.
- We offer choices where possible. Say "John has the truck now. Would you like to play with the clay or the blocks?" The choice is between playing with the clay or the blocks. Suggesting choices helps in getting the child started to play. If John continues to have a difficult time choosing an activity we may take the child in our lap, talk to him about what he might do, and then go with him to show what can be done with the toy.
- We will not offer choice about routine. When we say "Will you wash your hands now", we are implying the rest of the sentence, "or not". Better to say, "Time to wash".
- The best help forestalls trouble. When two children are playing and a third approaches, a suggestion such as "Here comes Mary and she can help set the table", or "You can give her one of the picture books" helps them to accept the new child.
- When limits are necessary they should be clearly defined and consistently maintained. We must be responsible for limiting children so that they do not come to harm, hurt others, or destroy property. We will establish methods for limiting the number of participants when safety is a concern.
- We will give the child only as much help as he needs. We will not do things for the child that he/she can reasonably be expected to do for themselves. We may suggest trying one way or another, then let them do it. The results may be a "poor thing, but his own". However, we will be ready to give help before the child is completely discouraged by too much failure.

Some things we know about children.

- The younger the child, the more quickly he goes from one thing to another.
- The tired child may be overactive and excited.
- Keeping calm helps the child to be more calm.
- If trouble seems to be brewing, a change of activity helps most. This is the time to sing a song, have a drink or water, go for a walk, etc. Redirect before, not after the outburst.

Children need time to change activity or routine. Give "advanced warning" of planned changes. "When you finish your story (your block building, etc.) it will be time to go outside" (or to the bathroom, etc.).

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Limits of Behaviors

CHILDREN MAY NOT HURT OTHERS.

CHILDREN MAY NOT HURT THEMSELVES.

CHILDREN MAY NOT HURT EQUIPMENT

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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 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. 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. In such cases the center reserves the right to request the child leave the program when there is no improvement in the child's behavior subsequent to the implementation of the plan agreed upon by the parent and teacher.

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Children with Special Needs

The center does enroll children with special needs (a generally recognized and persistent physical, mental, or emotional disability) whenever feasible for the child and the center. In these cases an appropriate statement from the child's physician or professional referring agency must be submitted. If a child currently enrolled develops signs of special needs, center staff will recommend available resources to parents for the diagnosis of the condition. The Center will work with the parent to implement therapies to the best of the Center's abilities. In the unlikely event the Lindgren Child Care Center can no longer adequately meet the individual needs of the child, the director will set a date for termination of center services and will offer the parent information about alternative resources.

- Informed Consent, Appendix VII-A
- Consent to Release Private Data, Appendix VII-B

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Eligibility

Members of the university community must meet one of the following criteria to enroll children in the Lindgren Child Care Center:

- Undergraduate student taking 3 or more credits per semester (3 per summer session);
- Graduate student taking 3 or more credits per semester (3 per summer session);
- Students who stop-out of school to work over the summer, but have met the student eligibility requirements the previous spring semester and will meet student eligibility requirements the subsequent fall semester may use the center during the 12 weeks of summer session;
- Staff/faculty status will apply to families where at least one supporting parent is employed at SCSU. Student status will preempt staff/faculty status when one supporting parent maintains full-time SCSU enrollment, 15 undergrad or 6 grad credits each semester;
- Parents may arrange child care hours to accommodate class, study or work schedules according to need.

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Wait List

A Wait List application, accompanied by a non-refundable \$20.00 waiting list fee, is the first step in applying for any of the center's child slots. Applicants are placed on the wait list according to the date those forms and checks are received in the Center. When openings occur, families are contacted according to the information supplied by the parents at the time of application, and offered the slot. Telephones not answered and messages not returned will cause us to go to the next name on the wait list. As openings in the classrooms occur, enrollment of children is determined by the following criteria:

- Internal movement-moving a child from a younger group to an older group;
 - Child of a staff member;
 - Previously enrolled child returning from an approved leave of absence;
 - Sibling of a currently enrolled child;
 - Center waiting list.
-
- Wait List Form, Appendix VIII-E

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Enrollment/Registration

Upon accepting the position to place a child with the Lindgren Child Care Center, parents will complete all the necessary forms and supply the Center with contact and emergency information. The parents are encouraged to visit the Center. Lead teachers will contact each new family to meet with them and orient them to the Center's classroom and solicit important information about each child. Parents are required to attend an orientation meeting about Center policies and procedures.

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Fees

When children are enrolled, they are enrolled for the semester. Parents are billed based on their child's enrollment, not attendance. Parents are not billed for any days that classes are not in session, but will be billed for any days their child is absent, whether due to illness or vacation.

The Lindgren Child Care Center charges by the week, and current fees are available from the website (www.stcloudstate.edu/childcare) or from the office. Charges for each month's child care are calculated at the beginning of each month, and include the cost of scheduled hours for the month. **Accounts will be monitored on a weekly basis. When your unpaid charges are \$500.00 and over, we will be unable to care for your child until the bill is paid. If the child care slot is NOT filled before the charges are paid you child will be welcomed back. If you chose to dis-enroll at this time, the two week dis-enrollment notification policy will apply.** Charges are entered into the University's billing system, and appear on the parent's electronic account. It is the responsibility of the parent to keep their bill current. When the Lindgren Child Care Center enters the charges, they are immediately considered due. **We recommend you ask us to calculate your child care charges for the entire semester, and have your financial aid apply to pay for all your semester's charges.**

The Lindgren Child Care Center is happy to work with families who have third-party assistance in payment of their child care costs. It is the responsibility of those families to maintain current contracts with their counties, as child care charges are posted to these student accounts as well. Counties all pay after the month of service, and because of this lag it is imperative that clients maintain current contracts in order to register on-time and avoid holds.

There is one refund policy. Refunds will be paid to student users for schedule changes

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Payment Procedures

All child care payments are made to the cashier in the Business Office, AS123.

Accounts are checked periodically to ensure bills are being paid. Payment is due when posted.

To check student account:

1. Go to SCSU Homepage
2. Log on to Huskynet Services
3. Enter SCSU id and password
4. Click on Bills and Payment (left hand column)
5. Click on Full Account Detail

To check faculty/staff accounts:

1. Go to SCSU Homepage
2. Faculty & Staff
3. Registration
4. On-Line Services Sign-In
5. Enter SCSU id and password
6. On the top right hand corner click on Switch to Student eservices
7. Click on Bills & Payment (left hand column)
8. Click on Full Account Detail

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Tax Information

Taxpayers wishing to claim either the child care tax credit or the dependent care exclusion should ask the director's assistant to prepare for them a statement of childcare PAID in the tax year. Then parents have the correct name and address of the center as well on the letterhead. We are a tax-exempt, not for profit entity.

The State E.I. number is 1746999, and the Federal I.D. number is 41 1687554.

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Withdrawal and Leave of Absence

The center requires a two-week written notice for withdrawal from the center. Parents must date and sign their withdrawal and give it to the director. Parents are responsible for the payment of fees during the two-week period. If it becomes necessary for a child to take a leave of absence from the center for a semester or the summer, parents may complete a disenrollment form. The child's name is kept as priority on the waiting list, although the center cannot guarantee an opening on the desired return date. A \$20.00 disenrollment fee is required.

Disenrollment Form, Appendix VIII-F

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Charge for Picking-Up Late Children

The center closes at 5:30 p.m. during fall and spring semesters and 5:00 p.m. summer. We expect children to be picked up by those times. Two things happen when you are late picking-up your child. First, your child becomes anxious about why you are late. Second, staff (who have lives outside of the center) are detained past their scheduled time and are late for their evening commitments. If children are picked up after 5:40 p.m. (or 5:10 p.m. summer) according to Center clock, a \$50.00 late fee will be applied per child. After 5:50 p.m. (or 5:20 p.m. summer) according to Center clock, an additional \$100.00 will be applied per child. At this time Child Protection will be notified to take custody of the children.

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Termination/Grievance

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 clients of the center
- Abuse of center policies.

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.

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