

**CLOSE TO MY HEART  
EARLY CHILDHOOD DEVELOPMENT CENTER**



**1740 Van Dyke Street  
St. Paul, MN 55109  
651-307-1492**

**Close to My Heart  
Policy Handbook**

**Dear Parent,**

Parents are an important part of our program. The early stages of development are crucial; brain development is happening faster during this stage than at any other stage of human life span. Your involvement provides a bridge from home to school that will be crossed for years to come. We welcome parents to become involved in our program, and to visit the center at any time during our hours of operation. If you have special skills or interests to share please inform the staff. If you have any questions, concerns, or ideas please talk with us.

**Statement of Philosophy**

Close to My Heart is a private early childhood center that provides an inspiring, encouraging and enlightening environment for all learners. We reach to meet the individual need for each child enrolled and specialize in teaching children with developmental delays in an inclusion setting. Close To My Heart serves children aged 16 months through school age in a full day, year round setting.

The Toddler Program is a safe, warm, and tender environment for your young child. Developmental milestones are encouraged through meaningful interaction and activities throughout the day.

Close To My Heart preschool is high quality, kindergarten preparatory program. We use developmentally appropriate teaching methods to foster social, intellectual, emotional and physical growth in our students. The key elements of Close To My Hearts philosophy is hands-on, integrated curriculum with community building at its core.

Close to My Heart Early Childhood Center is licensed by the Department of Human Services Division. We comply with Rule #3 of the Child Care regulations in Statue 9503. If a parent wishes to contact the Department of Human services the phone number is (651) 296-3971.

We are licensed for:

- 9 Toddlers (16 months-33 months)
- 17 Preschoolers (34 months-kindergarten)
- 13 School- Agers
- Capacity of 39children

We have specific educational goals and objectives for each of the age categories. See Program Information/Child Care Plan. These goals and objectives are covered during conference time and are available upon request. In order to provide an enriching program for your child it is vital that we work together for the benefit of your child. At any time you are encouraged to visit and discuss your child's progress.

**Program Information**

Close to My Heart offers a toddler program for children aged 16 through 33 months. The toddler program hours run from 7:00 am to 6:00 pm.

Close to My Heart's preschool program is a two to five day-a-week preschool program for 2 1/2, 3, 4, and 5 year olds. The preschool class session runs from 9:00-12:00 pm and 1:00pm -3:50 pm daily. Parents needing Extended Care for their preschoolers may use the care available from 7:00 am to 6:00 pm in conjunction with the preschool morning class time. Students do not need to be toilet trained to attend preschool.

The following forms must be on file at the Close to My Heart office before a child may attend:

- Registration form
- Non-refundable \$50 registration fee
- First month's tuition
- Emergency form
- Family Information Form
- Current Immunization Form
- Health Care Summary (on file within 30 days of enrollment)

An open house will be scheduled each fall for families enrolled with a preschooler in the program. Close to My Heart preschool staff will be available to meet the families and discuss the program.

The number of children enrolled is determined by the director, based on the staff/student ratio and the size/availability of the facilities.

### **Hours of Operation**

Our center is open Monday through Friday 6:30-6:00 with the exception of the following days:

- New Years Day
- Martin Luther Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day

### **Attendance/Absenteeism:**

Arrival: Parent/guardian or other authorized person, whose name is on the emergency card must:

- Bring the child to the classroom
- Sign the child in on the sign in sheet
- Notify staff that child is present

**The staff will not be responsible for the child if the three steps are not completed.**

Responsible supervision of the children is of utmost importance. Children are never left alone. They must be in the sight and hearing of the staff at all times so that staff can intervene to protect the health and safety of the children. Active interaction with the children is expected of each staff person.

**Departure: Parent/guardian or other authorized person, whose name is on the emergency card must:**

- Sign out the child on the sign in sheet
- Notify staff at time of departure.

**Release of Children**

Each child has a file and an emergency card. The file contains information on which person(s) are allowed to pick up a child. Staff will identify people who are unfamiliar by asking for picture identification and checking I.D. If the name is not on file, staff will call the parent/guardian for approval for their child to be released to the individual. Permission by parent/guardian may be given over the phone or written on child's daily record sheet. If anyone new comes to pick up the child (other than the person authorized) the staff will ask for identification. The person's name and address will be written down and given to the director. Parents/guardians will be contacted. A child may never leave school without parental approval.

Children will not be released to persons incapacitated or suspected of abuse. When a child's safety is in question, another person authorized to pick-up the child will be called. If the incapacitated/suspected person resists, the responsible person will notify the police.

Parents/guardians will be contacted. The director will be notified.

If a child is not picked up and parents/guardians (or other contacts listed on emergency card) cannot be reached, the police may be called to pick up the child.

**Absences or sick leave:**

Parents/guardians must notify program staff if their child will be absent for any reason. If a child does not arrive as expected, staff will investigate immediately by attempting to contact parents/guardians, and if necessary the police. Tuition fees are not waived for sick days or other absences. In case of an illness that extends beyond two weeks, please contact the director who may assess any possible modification of your tuition.

**Admission Policy**

Close To My Heart is licensed by the Minnesota Department of Human Services licensing division. This program will not discriminate on the basis of race, sex, religion, creed, color, national origin, or source of income.

Admission to the program will depend on the following criteria:

- A vacancy in the program
- A completed registration packer. (This is all the paperwork that must be completed).

**Childcare Program Plan  
(Revised 1/2/12)**

Close To My Heart is designed to include learning centers that encompass areas of skill, development and are furnished with materials that enrich social, emotional, intellectual and physical growth. We recognize each child's individuality as well.

Through positive interactions with peers, and staff, children learn to develop trusting relationships. Teachers at Close to My Heart create lesson plans and post them on the parent board. These lesson plans are devised to stimulate development and to ensure exposure to a well-rounded and diverse set of curricula. A positive self-concept is enhanced through a classroom that ensures a balance between individual and social development. In the classroom the children will experience active activities and quiet activities facilitated through teacher-directed structured group time, individualized learning activities, and free choice. Curiosity, initiative, and creativity are valuable learning tools and an important part of children's development. Close to My Heart encourages children to manipulate materials, and to be actively involved in learning experience. Close To My Heart is respectful of the children's culture and will plan activities to promote the cultural background of the children. Family pictures could be posted in the classroom showing the children's culture, food can be served, art activities can be planned to promote cultural enhancement of the children. Children are supervised at all times. Our classroom activities are designed to promote the intellectual, physical, social and emotional development of the children, and this is documented in each child's record and conveyed to the parent during conferences (2 times a year).

### **Learning Centers**

**Close To My Heart** provides interest centers for children. These interest centers are maintained and supervised by the staff. These centers include:

- Creative arts and crafts
- Construction
- Dramatic or practical life activities
- Science
- Music
- Fine Motor Activities
- Large Muscle Activities
- Sensory stimulation activities

### **Sample of Weekly/Yearly Activities**

- Reading/language/math readiness activities: matching; sorting; finding likenesses/differences; games with numbers, letters, objects, etc.
- Science/sensory activities: experiments; measuring; estimating; exploring play dough, sand, water, etc.
- Music: songs, finger plays, movement, instruments
- Art/creative activities: drawing, painting, cutting, gluing, using assorted mediums to create
- Dramatic play: puppets, dress up, playing house, grocery store, etc.
- Manipulative: blocks, legos, trucks/cars, play houses, work bench
- Story/literature: story time, library area, flannel board
- Small motor: lacing, puzzles, cutting, writing, drawing, painting, etc.
- Large motor/movement: outside, dancing

### **Staff Responsibilities**

1. Staff is available and encouraged to initiate discussion with parents/guardians about their child's feedback, progress or concerns.
2. Staff will use parent/guardian folders as a means of distributing written information in a timely manner.

3. Staff is expected to post locations of where children are when away from assigned room or parent/guardian check-in area.
4. Staff is expected to address the children, each other and parents/guardians in a positive, constructive manner.
5. Staff working directly with children is required by Minnesota State Statue to report any evidence or suspicion of child abuse or neglect.

### **Conferences**

Teachers offer conferences twice a year where parents/guardians can discuss their child's intellectual, physical, social and emotional progress. These conferences will be documented and copies of the child's progress will be offered to the parents/guardians if they wish to keep them and a copy will be kept in the child's file.

### **Classroom Schedule**

#### **Preschool Schedule**

7:00 Greet and Discovery Play

#### **Toddler Schedule**

7:00-8:00 Greet parents/free play

8:00 Breakfast  
 8:30 Discovery Play  
 9:00 Centers  
 9:40 Circle time  
 9:55 Bathroom and snack  
 10:15 Small group work/table work/project time  
 10:45 Music and movement  
 11:00 outside/large motor  
 11:30 goodbye  
 11:35 lunch  
 12:00 read aloud  
 12:30 rest time  
 2:30 fine motor activities  
 3:00 snack  
 3:20 outside  
 4:00 small group work  
 5:00 centers-students choice  
 6:00 goodbye

8:00-8:30 AM Breakfast/cleanup  
 8:30-9:00 AM Diapers/Table Activity  
 9:00-9:30 AM Art/Fine Motor  
 9:30-10:00 Am Group time  
 10:00-10:30 AM outside play/large muscle  
 10:30-10:55 AM Learning centers  
 10:55-11:00 AM Hand washing  
 11:00-11:30 AM lunch/cleanup  
  
 11:30-12:00 PM diapers/hand washing  
 12:00-2:30 PM Naptime/quiet play  
 2:00-3:00 PM diapers/hand washing  
     3:00-3:15 PM snack/clean up  
 3:15-3:30 PM Book Center  
 3:30-4:00 PM outside play/large muscle  
     4:00-4:30 PM small group activity  
 4:30-5:00 PM diapers/table activity  
 5:15-6:00 PM learning centers/  
 5:15-6:00 PM children leaving

### **School age schedule**

7:00 greet children as they arrive at center  
 7:00 centers  
 8:00 breakfast  
 8:30 free choice  
 9:00 leave for school  
 3:45 children arrive from school  
 3:45-4:00 restrooms break  
 4:00-4:30 wash hands/prayer/snack  
 4:30-5:00 gym/outside time  
 5:00-5:30 guided homework help/computer/art project  
 5:30-5:45 centers/reading time  
 6:00 Last pickup time/center closes

### **Learning Centers**

Close To My Heart's program provides interest centers for children. These interest centers are maintained and supervised by the staff. The following opportunities will be provided as part of our curriculum to encourage children to explore, manipulate, discover, create, experiment, and interact:

**Free Play:** role playing, library, discovery corner, manipulative, math and Reading readiness activities, construction, puzzles, games, water play, easel, puppetry

**Music:** singing, listening, movement, dance, instruments, enjoyment

**Language Arts:** children's literature, alphabet, story charts, flannel board activities, Puppets, creative dramatics, poetry, sharing time

**Global Awareness:** exposure to language, customs and traditions of other cultures

**Art:** self-expression, small muscle development, process oriented daily Activities, experimenting with play-dough, clay, tempera, finger paint, Chalk, paste, glue, paper, crayons, water-based markers, fabric, yarn, etc.

**Computer:** exposure to the computer as a tool for learning and enjoyment, Reinforcement and enrichment of curricular offerings

**Library:** familiarization with a library and development of independent skills, Checking out and returning books; appreciation of books and enjoyment of literature.

**Large Motor Time:** use of indoor and outdoor equipment to develop large motor skills  
And enhance self-esteem

**Clean-Up/Restroom:** develop healthy habits, cooperation, a sense of responsibility  
And independence

**Snack:** encourage good eating habits, try new foods, develop table manners, and Socialize

## **Activities**

### **Physical: Gross Motor Skills**

Running, jumping, climbing, hopping, ball play, balance beam, relays, obstacle course, exercises, creative movement, blocks/construction, riding toys, skipping, galloping, circle games, parachute.

### **Physical: Fine Motor Skills**



Cutting, pasting, painting, puzzles, stringing, pouring, play dough, dressing boards, coloring/markers, printing/pencil skills, peg work, sewing, manipulative, scooping, sorting and spooning.

**Intellectual Skills: Math**

Pegs, quantity to symbol 1-5, quantity to symbol 1-10, sandpaper numerals, geometric solids, sets, processes (add, subtract, etc.), money, time, measurement, thinking activities, symbol name and recognition.

**Intellectual Skills: Language**

Story telling, flannel boards, puppets, board games, classification, rhyming, matching activities, sequencing activities, phonics, letter recognition, reading, printing.

**Intellectual Skills: Sensorial**

Shape activities and vocabulary, size activities, color activities, smelling tasting activities, blindfold activities.

**Intellectual Skill: Problem Solving**

Science activities, computer, board games, “what if” questions, “solve the problem”

**Social Development:**

Block and construction area, dramatic play area, creative movement, free choice, large muscle time, group time, house keeping, sharing opportunities, service projects, music, sand and water play, snack time, stories, discussions.

**Emotional Development:**

Group time, story time, free choice, sand and water play, outside play, creative movements, dramatic play, blocks, music, and large muscle time, sharing opportunities, thinking skills.

**Child Care Plan**

**Two Year Olds**

For two year olds, Close To My Heart classrooms provide growth, development, and reinforcement of these behaviors, skills, and concepts.

**Physical Development**

Leads with 1 foot walking up/down stairs	Kicking a ball
Jumping off low levels	Scribbling with a crayon or marker
Imitating horizontal and vertical lines	Threading beads on a string
Drawing a circle	

### **Social/Emotional Development**

Attempts to dress self	Begins to show pride in projects
Awareness of others in group	Explores everything
Engages in parallel play	Sees self as powerful and creative
Beginning to cooperate with others	Aware of bodily needs
Awareness of emotional and feelings of others	

### **Communication/Language Development**

Begins to recite simple lines, songs, finger plays	Uses adjectives, adverbs
Combines words to make sentences	Identifies and defines use of familiar things, i.e. body parts, household items
The vocabulary of two hundred words	Begins to use plurals

### **Thinking/Intellectual Development**

Identifies familiar objects by touch	Sort things and the categories: hard vs. soft
Classifies objects into two groups: large vs. small	Labels familiar items: balls, coats, spoons, pans
Begins to pretend play	Uses names for self and others

### Three Year-olds

For 3 year-olds, Close To My Heart classrooms pride growth, development and reinforcement of these behaviors, skills and concepts.

#### Physical development

Threads beads or macaroni on string	Jumps from stool or step
Uses a spoon and fork	Hops in place on 1 foot
Draws basic shapes	Catches and throws a large ball
Begins to use scissors	Regulates body functions
Walks on the balance beam	Walks stairs with alternating feet

#### Social/Emotional development

Eager to please and do things "right"	Enjoys having friends and making new ones
Beginning to interact during dramatic play	Identifies with family members and "others"
High level of interest in babies and infancy	Cleans up spills
Beginning to "take turns" and share	Puts toys away

#### Communication/Language development

Cooperative in small groups	Likes to make silly names and running words
Understands being a part of a group	Developing a vocabulary of 1200 words by a 48 months
Beginning to use pronouns	Likes to discuss things at length with peers
Enjoys funny stories that make them laugh	

#### Thinking/intellectual development

Can do rote counting to 10	Knows the five senses
Classifies objects into groups	Beginning to recognize common letters
Sorts and labels items into categories of size, shape or color	Enjoys listening to stories and then "Re-telling" them
Identifies basic shapes	Begins to understand yesterday and tomorrow

Four year-olds

For four year-olds, Close To My Heart classrooms provide growth, development and reinforcement of these behaviors, skills and concepts.

**Physical development**

Balances easily on one foot	Uses a knife for cutting food
Can gallop	Can lace shoes
Hops forward on 1 foot	Draws with purpose and design
Works a ten piece puzzle	Manipulates small pieces to make designs
Cuts along line with scissors	High energy level
Copies a few letters with some accuracy	

**Social/Emotional Development**

Enjoys cooperative group play	Polite, outgoing, and sometimes boastful
Engages in "role playing" frequently	Developing jealousy of other children
Enthusiastic, adventurous and eager to please	Needs an outlet for aggressive behaviors
Interested in monsters, dinosaurs and superheroes	Beginning to exclude specific children from games (this varies daily)
High level of imagination	

**Communication/Language Development**

Beginning to negotiate with peers	Tells "secrets" to friends
Uses name calling to feel powerful	Enjoys stories with blanks they get to fill in
Most of Language is now directed to other children	Language becomes exaggerated with "Wild" terms enormous, colossal
Maintains 20-30 minute conversation	Vocabulary increasing dramatically

**Thinking/intellectual development**

Growing interest in letters and numbers	Enjoys lotto games, matching and sorting
Enjoys complex and smaller picture books	Understands concepts of outer space
Able to draw a picture and tell a story about it	Developing a conscience
Likes hearing a story told and imagining it	Beginning to use "Yesterday" and "Tomorrow" in conversation
Classifies objects with two or three criteria- the small buttons with two holes vs. the large ones with four holes	

### Five year-olds

For 5 year-olds, Close To My Heart classrooms provide growth, development and reinforcement of these behaviors, Skills and concepts.

#### Physical Development

Catching and throwing medium sized balls	Beginning to tie shoes
Hops backwards	Preference developing for right or left handed
Enjoys wheeled riding toys	Buttons and zips
Learning to skip	Copies most letters in shapes
completing a 10+ piece puzzled	

#### Social/Emotional Development

Pleasant personality, like to help	Dramatic place very involved with assigned roles, specific settings and duties
Responds of praise and positive guidance	Imagination still very active
Enjoys groups of friends	Creative but beginning to be aware of conforming within a group
Having difficulty admitting they are wrong	Dresses themselves
Sometimes need to be alone to regroup and regain control	

#### Communication/Language development

Ask "Why" and "How" of many things	Developing an appreciation of poetry and rhymes
Experiments with other languages-counting in Spanish, saying hello in Chinese	Enjoys creating and acting out place in skits
Language is well developed in conversations between peers are longer and more detailed	Likes to "Read" to younger children

#### Thinking/Intellectual Development

Likes long-term projects with a resulting product	Likes to explore how things evolve
Enjoys designing new things on paper with toys	Solves problems through imitations and insight
Loves humor and books about funny animals and people	Enjoys games that help and letter, number, color, and shape recognition
Can create patterns to use in art projects	Understand some abstract words and concepts-seasons, days of the week and months

## SCHOOL-AGE PROGRAM CURRICULUM

The following list of activities or interest centers encourages and supports self-initiated learning experiences for school-age children. The amount of equipment must be suitable to the ages and skill levels of the children as well as total number of children enrolled in a given program.

Activity/Interest Center	Exploration	Examples
Creative Construction	Science, Math, and Social Studies. Children need opportunities for non-directed, creative activities that fulfill a sense of industry – to be able to make something that can be taken home or used.	Make it; take it construction out of recyclable materials like cardboard tubes, cloth, paper, tape, wire, etc. Woodworking, needlecrafts, paper crafts, and cooking projects.
Building and Imaginative Play	Children need opportunity to build and manipulate a variety of materials to create environments for imaginative play. Space needs to be provided for uninterrupted construction that can be left for a period of time or from day to day.	Building with Lego blocks, wooden unity blocks, tinker toy blocks, and wide variety of props or accessories or make believe.
Fine Arts	Children need opportunity to observe and experience the performing arts.	Drama, puppetry, dance, music, graphic arts, easel arts, sculpting etc.
Individual Hideaway	Because children have been with a group for a major portion of their day, provision for privacy through arranging small, quiet areas that are inviting to children is essential. Children often seek time to be alone to rest, reflect, read, and do homework	Loft, quiet pillow corner, large boxes to create quiet space, study carrels, dividers etc.
Puzzles	A variety of puzzles can be self educated tools for trial and error construction.	Puzzles variety of puzzles, problem solving situations.
Table Games	A variety of board and cognitive games help develop: problem solving, strategy setting, peer cooperation and competition, as well as direction following.	Table games, chess, checkers, board games, tournaments.

Science, Math, Social Studies and Exploration	Centers should be set up where children can experiment, investigate and explore on a non-threatening, creative, problem-solving basis.	Experiments, math and science games, small motors to take apart and investigate plants, animals, computers and other electronics.
Clubs, Organizations, and Other Resources	To further the growth of independence and responsibility, in school age children, children should be encouraged to participate in other supervised activities offered by other youth serving agencies. Children should be supervised in making a transition between one program and another	Boy and girl scouts, campfire, 4-H, religious groups, chess club, team sports, intramural sports, music lessons, parks and recreation activities, IE cheerleading, magic classes, bowling, drawing, sports, dance, theater groups etc.
Activity/Interest Center	Exploration	Examples
Field Trips	School-age children have a particular interest in exploring the world around them, and local field trips are an effective way of utilizing this interest. Especially on non-school days, children should have the opportunity to explore the broader community that reflects the cultural and economic tone of the community.	Nature centers, parks, zoos, theaters, swimming pools, ice and roller rinks, community centers, humane societies, libraries, science and art museums, historical sites, cultural events, health facilities, bakeries, feed mills, farms, newspapers, banks, and county parks.
Literature	A space on which it is comfortable and inviting to explore a variety of written material can enhance children's interest and enjoyment of reading as a leisure activity	Individual browsing, stories read by older children, tapes of stories, trips to libraries, flannel board stories, writing centers, listening to records, CD's
Dramatic Play, Role Playing	A variety of props set the stage and allows children to "try on" a variety of occupations, roles, and experiences of the real world. 7's and 8's are the peak of interest in dramatic play, make-believe and adventure	Props can be made available on a routine basis or as a special event. I.e. set up a bakery or school kitchen. Props to set such areas as: office, fix it shop, travel bureau, dentist, shoe shop, hat shop, home hospital, plumber, flower shop etc

Health, Safety and Taking Care of One's Self	School-age children need to learn independent skills. They are frequently home alone without adult supervision or adult resources.	Basic first aid, fire prevention, safe bike operation, how to care for bikes, how to use telephones effectively, babysitting, nutrition, personal hygiene, caring for yourself (food preparation)
Active Indoor	Children need to have a variety of activities that allow them to move around and "let off steam". If a gym is not available other space needs to be provided for moderately active games. Children need opportunities to build skills in, interaction with peers and adults, group dynamics, coordination, score keeping and physical fitness.	Low organized games, dodge ball, leap from, 4-square, red rover, etc. Resources: athletes, specialists, and rope jumper. Clubs: tumbling, bowling, foosball etc.
Active Outdoor	Children need to have the opportunity to enjoy a variety of leisure time activities out of doors. Because of the variety of resources available to different sites, each individual program needs to capitalize on their own individual resources to introduce children to the most accessible activities.	A variety of durable equipment needs to be available for kids to explore: ball, seeds, Frisbees, skates, jump ropes etc.



## ACTIVITIES

**PHYSICAL: GROSS MOTOR** Running, jumping, climbing, hopping, ball play, balance beam, relays, obstacle, course, exercises, creative movement, blocks/construction, riding toys, skipping, galloping, circle games, parachute.

**PHYSICAL: FINE MOTOR** Cutting, pasting, painting, puzzles, stringing, pouring, play dough, dressing boards, coloring/markers, printing/pencil skills, peg work, sewing, manipulative, scooping, sorting, spooning.

**INTELLECTUAL: MATH** Pegs, quantity to symbol 1-5, quantity to symbol 1-10, sandpaper numerals, geometric solids, sets, processes (add, subtract, etc.), money, time, measurement, thinking activities, symbol name and recognition.

**INTELLECTUAL: LANGUAGE** Story telling, flannel boards, puppets, board games, classification, rhyming, matching, activities, sequencing activities, phonics, letter recognition, reading, printing.

**INTELLECTUAL: SENSORY** Shape activities and vocabulary, size activities and vocabulary, color activities and vocabulary, smelling and tasting activities, blindfold activities.

**INTELLECTUAL: PROBLEM SOLVING** Science activities, computer, board games, "what if" questions, "solve the problem."

**SOCIAL** Block and construction area, dramatic play area, creative movement, free choice, large muscle time, group time, house keeping, sharing opportunities, service projects, music, sand and water play, snack time, stories.

**EMOTIONAL** Group times, story time, free choice, sand and water play, outside play, creative movement, dramatic play, blocks, music, large muscle time, sharing opportunities, thinking skills.

### **Nap and Rest Policy**

All children that attend Close To My Heart for a full-day program have a scheduled rest time. Each child will be assigned individual mats/cots to rest on daily. Each child is also invited to bring a blanket or “lovie” to make them more comfortable during their rest period.

If after a child has not fallen asleep after 30 minutes of resting quietly, he or she will be invited to get up and participate in quiet activities for the remainder of the scheduled rest: books, puzzles, drawing, etc

A child who has completed a nap or has rested quietly for 30 minutes will not be required to remain on a cot or mat, but will have quiet activities to do while the other children are sleeping.

Cots or mats will be placed on the floor so that there are clear isles between the cots and mats, so children can be attended to if need be. Cots or mats will not be stacked when in use.

Each child will have a pillow and blanket while at the center. Bedding will be washed weekly or when it is soiled or wet. Cots and or mats will be sprayed with bleach water each Friday and air dried, then put away when dry.

### **Staff**

Our state qualified staff holds a degree in early childhood or an equivalent in terms of education and experience, and continues their professional development through year-round training. The teachers are responsible for implementing our culturally sensitive, age-appropriate, and challenging curriculum.

### **Additional Care**

Close to My Heart Early Childhood Center is not a drop off care program. If there is a need to change your child’s daily care schedule, 24 hour notice must be given to the classroom teacher. At that time, the teacher will confirm both the desired day’s attendance and staffing for that particular day. The teacher will then let the family know if there is space available to add additional care for the preferred day.

### **Behavior Management**

It is Close to My Heart’s goal to promote a positive approach to children and the management of behavior issues. The program is designed to offer an environment that:

- Provides a positive, safe and pleasant atmosphere for children.
- Meets the developmental level of the age group.
- Provides space for privacy and independence as well as group space.
- Maximizes the capacity of staff supervision.

In effort to demonstrate our commitment to these values, children are expected to:

- respect self, other children and staff
- accept others’ individual difference
- accept the consequences of their behavior
- let staff know their needs
- respect others’ equipment and property

If a child demonstrates behavior, which has a negative impact on the child or others, the staff will take one or more of the following steps:

### **Prevention**

Every effort will be made to make reasonable adjustments to the program to accommodate the unique needs of each child. Adjustments may be made in these four areas:

- Environment
- Grouping of children
- Activities
- Staffing

### **Positive Redirection**

Staff will help the child identify acceptable alternatives to unacceptable behavior and help the child understand the impact of his/her behavior on self and others.

### **Modeling**

Staff and peers provide positive modeling of appropriate behavior; children learn to take responsibility for their actions.

### **Setting Limits**

Simple behavioral expectations are established on site. Staff will:

- Tell children what is expected of them in a positive, yet firm manner
- Make sure children understand what the expectations mean
- Post the expectations in a prominent place
- Apply the expectations consistently and appropriately

### **Separation from the Group**

When the above methods of behavioral guidance have been ineffective with a child, it may be necessary to separate the child from the group. A child separated from the group will be separated within the classroom while in the site of a staff member. The length of time will be related to the child's age and maturity. When separation from the group is used as a behavior guidance technique, the child's return to the group will be contingent on the child stopping or bringing under control the behavior that precipitated the separation. If a child is separated from the group three or more times in one day, the child's parent/guardian will be notified. Notation of the parent notification shall be indicated on the daily log. If a child is separated five times or more in one week or eight times in two weeks, the procedures for "Persistent and Unacceptable Behavior" will be followed.

### **Persistent and Unacceptable Behavior**

When dealing with persistent unacceptable behavior the staff member will:

1. Observe and record the behavior of the child
2. Observe and record staff response to the behavior
3. Consult with the parents/guardians and develop a plan to address the documented behavior

In case of harmful/inappropriate behavior, we will notify parent/guardian. If needed, staff will have a parent/guardian conference. If behavior plan is used and harmful/inappropriate behavior persists, it may result in temporary or indefinite removal of the child from the program. At any time the director may offer information about available professional support.

### **Prohibitive Actions**

The staff cannot subject a child to:

- Corporal punishment(includes but is not limited to rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting and spanking)
- Emotional abuse(includes but is not limited to name calling, ostracism, shaming, making derogatory remarks about the child or the child's family, using language the threatens, humiliates, or frightens the child)
- Separation of a child from the group except as mentioned under behavior management
- Punishment for lapses in toilet habits
- Withholding food, light, warmth, clothing, or medical care or any essentials for punishment in accordance with federal and state laws, and state licensing regulations
- Physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm
- Mechanical restraints, such as tying

## Health Policies

### Diapering Procedure

<b>Preparation</b>	
Wash hands	Thoroughly with soap and warm water for 15 seconds using posted procedure
Assemble supplies	<ul style="list-style-type: none"> <li>• Clean disposable diaper</li> <li>• Dispose wipes or paper towels</li> <li>• Clean paper (roll paper or non absorbent paper sheets)</li> <li>• Gloves when used</li> <li>• Possibly ointment, cotton swabs, clean clothes. Put ointment on paper surface to avoid handing or contaminating the tube or container</li> </ul>
Cover Diapering surface	The paper needs to be the length of the child; have clean paper within reach
Put gloves on	Recommended with each diaper change
Put child on diapering surface	<ul style="list-style-type: none"> <li>• Keep one hand on child entire time</li> <li>• Keep others away from diapering area</li> <li>• Remove child's clothing, put soiled clothing aside</li> </ul>
Remove soiled diaper	Roll diaper inward. Place diaper directly into a covered waste container or out of child's kick space/reach
Cleanse diaper area of child	Cleanse from front to back (once per wipe) and includes skin creases. Use child's wipes
Clean diaper area of child	Place wipes in waste container or out of child's kick/reach space
Remove gloves	Place gloves in waste container or out of child's kick/reach space
Out clean paper under child	If soiled
Ointment as directed	Use clean gloves, swabs or tongue blades to apply. Remove gloves
Diaper and dress child	
Wash child's and providers hands	Thoroughly with soap and warm running water for 15 seconds
Return child to activity	Return to diaper area
Dispose of soiled items	<ul style="list-style-type: none"> <li>• Put soiled clothing without rinsing in a plastic bag for parent/guardian to take home</li> <li>• Put diaper, wipes, paper towels, changing paper and gloves into plastic lined waste container. (foot operated is recommended)</li> </ul>
Clean and disinfect	Diapering surface, waste container lid, faucet handles, and all surfaces touched
Wash hands	Thoroughly with soap and warm running water for 15 seconds
Record	Diaper change
Report	Concerns to parents (unusual color, odor, frequency or consistency of stool, rash)

### **Policies/Procedures for sick children**

A current physical examination signed by the child's source of medical care must be submitted at the time of enrollment. This must include current immunizations, health care summary and name and address of the child's physician and dentist. After the first series of shots has been completed, the physician no longer needs to sign the immunization record. The parent may update this. Parents/guardians are responsible for keeping emergency information current. Registration forms must be updated if your family situation changes. Registration forms and emergency information is kept at the site of each child.

Parents are asked to protect their own children and the health of others, by keeping an ill child at home. If a child becomes ill during the day, the parent/guardian will be called to come and get the child. If a parent/guardian cannot be reached, an alternate authorized person, (as listed on the emergency card) will be called to pick up the child. The ill child will be separated from the other children on a cot until the parent/guardian arrives. The child will be within site and hearing of the staff. Certain symptoms in children may suggest the presence of a communicable disease.

### **Symptoms of a Sick Child**

- **FEVER:** Oral temperature of 100° or higher in the previous 24 hours
- **RESPIRATORY SYMPTOMS:** Difficult or rapid breathing, severe coughing, continuous cough.
- **DIARRHEA:** Two or more abnormally loose stools in the previous 24 hours.
- **VOMITING:** Two or more episodes of vomiting within the previous 24 hours.
- **EYE/NOSE DRAINAGE:** Thick mucus or pus draining from nose or eyes.
- **SORE THROAT:** Especially when fever or swollen glands are present.
- **CHICKEN POX:** Until all the blisters have dried into scabs and no new blisters or sores have started within the last 24 hours; usually by day 6 after the rash began
- **MOUTH SORES:** Until medical exam indicates the child may return or until sores have healed.
- **IMPETIGO:** must be on antibiotics for 24 hours and sores are drying or improving
- **LICE:** Live bugs in the child's hair that lay eggs (nits)
- **RASH:** red blotchy patches on the skin. Medical exam will rule out communicable diseases such as chicken pox, measles, rosella, rubella, shingles and strep throat.
- **RINGWORM:** target shapes on the skin.
- **STREPTOCOCCAL SORE THROAT:** fever, hard time swallowing

### **A child must be excluded from the center until:**

1. The symptoms have subsided.
2. A physician has certified the symptoms are not associated with an infectious agent or they are no longer a threat to the health of other children at the center.

Parents/guardians will be notified by phone or in writing if there is evidence of any contagious disease at the center. Parents/guardians must notify the center of any sickness that your child may have that would be infectious to other children.

### **Health record information**

Two health record forms must be completed:

- Immunization record: this record must give dates (month, day and year) of immunizations your child has received. It must be current and is due on admission. Records must be updated whenever your child receives additional immunizations.
- Health Record/Summary: this information must include the date of the child's most recent physical examination (within 6 months) and be signed by the child's source of licensed health care. This form is due within 30 days of admission.
- 

**Reexamination:** a new health record/summary is required for children already admitted to the program. At a minimum, an update report of physical examination signed by your child's source of health care is required at least annually for children under 24 months of age, and whenever a child 24 months or older advances to an older age category.

### **Infectious or Communicable Diseases**

When a child in our care has been medically diagnosed with a communicable disease, we will follow the appropriate health authorities' recommendations to provide information to parent/guardians of exposed children. The child care program will notify the parent/guardians of exposed children on the same day or within 24 hours by:

- A written notice that will be posted in the classroom
- A written notice that will be sent home for parent/guardians to read
- Phone call if necessary and possible.

### **Medication Procedures**

The director must be informed when a child has a health condition that requires regular or continuous medication, discontinuance of, and administering medication. If medication is to be given while a child is attending the center, completion of Authorization for Giving Medication Form is required. Please contact the director

### **Special Needs and Medical Conditions**

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

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

- Eligible for case management through the state and has an ISP
- Receiving services through the local school district and has an IEP
- Determined by a licensed physician, psychiatrist, psychologist, or consulting psychologist to have a condition related to physical, social or emotional development.

You will be asked to share the ISP or IEP with us. In addition, state licensing regulations require us to develop an Individualized Child Care Plan (ICCP) with you that will assist us in meeting your child's needs.

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

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

### **Medications**

Prescription medications will be given with written authorization from the child's licensed health care provider (prescription label) and parent/guardian. Please let your child's teacher know about medication and let you know if any are seen.

Please complete the Medication Permission form if your child needs a medication while in our care. We suggest keeping a blank copy of this form at home so it can be completed before coming to the center. This will allow you time to speak to your child's teacher about the medications.

Prescription medications will be given only as prescribed by a licensed health care provider (physician, physician assistant, dentist or certified nurse practitioner). The prescription must be current, in the original container and may be given only to the child whose name appears on the label. This includes over the counter dietary supplement.

Please ask the pharmacy you go to, to split the medication into 2 containers-one for home and one for the center.

Bring a copy of the drug information sheet that comes with the medication or write the common side effects on the Medication Permission Form.

### **Nebulizer Medications**

That are single does container must be brought to the center in the original container with a current, clearly written prescription label on the container. The prescription label must indicate the child's name, prescribing licensed health care providers name, name of medication, medication strength, amount to be given, how often to give and what is to be mixed with, if applicable.

For medications which are to be given long term we will need an Individual Child Care Plan signed by you and the child's licensed health care provider. This includes as needed over the counter medication such as Tylenol (acetaminophen) and Ibuprofen used for a child with a history of febrile seizures.

### **Over the counter medications**

We will give over the counter medications with written permission and instructions from the parent/guardian and licensed health care provider.

These products must be used according to the manufacture's instructions. If the dosage or instructions differ from the manufacturer's instructions, written instruction from a licensed health care provider will be needed.



Diaper rash products, insect repellents and sunscreens are an exception and need written parental approval only. Powders and cornstarch preparations will not be used because they may promote or hide infections, and can be inhaled.

Containers must be labeled with child's first and last name and date. Outdated medications will not be given.

## **EMERGENCY AND ACCIDENT POLICIES**

### **First Aid and Emergency Care**

Close to My Heart operates in a manner which minimizes accidents and injuries to children and staff. Should an accident or injury occur, staff would act immediately to administer emergency procedures and rectify deficiencies in the program.

If it appears that an accident may lead to future complication or it becomes serious the child needs to be medically examined. The following procedures are required:

- The teacher who is trained in First Aid and CPR will carry out immediate first aid to the child
- The director will contact the parents
- If parents or the alternate emergency number cannot be reached, the director will have the authority to call a previously designated physician and/or call 911 for treatment and/or transportation to the hospital. A staff member will accompany the injured child to the hospital and stay until the parent arrives.
- Accidents will be evaluated yearly and changes will be made in program procedure to avoid accidents in the future.
- Close To My Heart will inspect all equipment for breaks, chips, tears etc and will dispose of worn equipment. The staff will teach the children how to use all equipment at the center correctly.
- In some emergency situation, the staff should contact the local emergency unit before calling the parent (cessation of breathing). Staff will administer CPR and check for vital signs.
- All incidents, emergencies, accidents that occur to children, staff or visitors, must be reported on an accident report form.

### **Emergency Procedures**

Please listen to WCCO-AM Radio for school closing due to inclement weather or road conditions. If ISD 622 (North St. Paul, Maplewood, Oakdale), is closed, Close to My Heart will also be closed

### **Pandemic**

Close To My Heart will comply with local and state agencies if there would be a pandemic outbreak.

### **Other Natural Disasters**

Close To My Heart will comply with local and state agencies if there would be a natural disaster (such as tornado, earthquake, floods, blizzards, severe thunderstorms).

### **Procedure in the Event of Bad Weather/Other Natural Disasters**

If threatening weather develops during the course of the day, the radio will be used to obtain updated weather information. If it appears that due to an early dismissal any child cannot be picked up immediately, an appropriate number of staff would be designated to remain. The Ramsey County Sheriff would be notified that people would remain beyond our normal operating hours. Their advice would be sought as to whether or not emergency shelter should be taken elsewhere. A notice giving the location and phone number would be listed on the main door.

### **Tornado Warning**

Each month between April and September tornado drills will be held.

It is very important to comply with the following procedures:

When a tornado warning is made, children will proceed with their teacher directly to the shelter area. Children will face the wall with their arms covering their head and neck area. All will remain in the shelter until the all clear signal is given. Flashlight, battery operated radio, attendance sheets, emergency cards, and first aid kit are to be brought into the shelter.

The teacher will evacuate children, taking attendance records with them.

The assistants/aides will check the area for children and attempt to take the first aid kit and emergency information cards.

**\*\*\*IN ALL CASES, THE TEACHER WILL LEAD THE CHILDREN OUT, AND THE PARA WILL BE THE LAST PERSON TO EXIT THE BUILDING.**

### **Emergency Procedures**

Please listen to WCCO-AM Radio for school closings due to inclement weather or road conditions. If ISD 622 (North St. Paul, Maplewood, Oakdale), is closed, The Salvation Army will also be closed.

### **In the Event of a Power Failure**

- Locate large lantern-type flashlights in the office.
- Staff member should phone Excel Energy to report the outage. They should also try to ascertain from Excel the extent of the outage and approximate length of time it will last.
- The time of day of the power failure, the reason, as well as information from Excel would be used in making decisions regarding remaining in the building or seeking shelter.

### **Suffocation**

All plastic bags are to be kept out of reach of children. Be alert to anything in the children's environment that could cause difficulty breathing and remove it at once.

### **Aspiration/Choking**

Keep small items such as coins, pins, marbles, and pegs out of the reach of children unless item is part of supervised lesson. Teach children not to put items in their mouth. Children are not allowed to chew gum. Children will not be given seeds, nuts, or any fruits containing pits. Do not encourage children to laugh or cry during meal or snack time.

## **Field Trips**

Field trips and special events will be scheduled throughout the year. Parents will be notified of these instances before hand. Field trips do require signed parental permission. Special fees may be assessed for some events

Parents shall be notified of each planned field trip in advance of the outing. No child may leave the school grounds without a written permission slip from the parent. The field trip permission slip includes:

- Destination
- Planned departure time
- Length of time at the destination
- Scheduled return time
- Name of staff members responsible for the children
- Proposed itinerary to and from the field trip
- Field trip emergency packet
- Parent signature

You must have a signed permission slip for each child that participates in the field trip. Safety and security are very important on a field trip so be cautious and alert.

### What to do while on the fieldtrip:

- Play games during down times so children don't get bored and misbehave. Examples: eye spy, Simon says, follow the leader, human knot, and sing songs....
- Count heads and take attendance often. Anytime the group was broken up, there was something chaotic that may have distracted a few. Do this at least every 30 minutes. If swimming, you should be doing safety checks at least that often. As them to check where their "buddy" is frequently.
- Stay on time with the schedule.
- Be enthusiastic about what you are doing.

### What to do at the end of the fieldtrip:

- When getting back on the bus again, count heads and take attendance as when you go on the bus.
- Be sure that the staff and children have everything with them: lunch boxes, backpacks, all clothing, etc.
- Sit with your group on the bus and talk to them about their favorite parts of the fieldtrip.
- Be sure to tell the parents about the fun day.

### What to do in EMERGENCY SITUATIONS:

- Call Anne Hennessey or some other management staff at Close to My Heart before you call anyone else except in an emergency situation.
- Do not talk to any media about anything ever. Media cannot videotape the children or staff. Media cannot talk to the children or interview them. Be sure this doesn't happen.
- With each new trip, the teacher should go over these situations and give staff more in depth information, such as a designated place outside to meet if there was a fire.
- Lost child:
  - Have all the other children together (on the bus or in same area) while a few staff go and look for the child.

- As the child's buddy the last place they saw the child and how long ago that was.
- Go to the lost child designated area and see if the child is there.
- Tell the place you went that you are missing a child and see if they will help in the search or whatever they do for the situation.
- If after fifteen minutes you are still missing the child, call Anne Hennessey to discuss that to do next.

**Missing child:** The staff will perform headcounts every 15 minutes while on a field trip and every 30 minutes while on center grounds. If a child is missing, program staff will immediately search the area. If the child is not found within 5 minutes Anne Hennessey center director should be called, and then the police and parents will be notified. It is important, therefore that the parent/guardian follow the arrival and departure policies of the center.

**Procedure in the Event of a Fire**

In the event of a fire, our concerns in ORDER OF IMPORTANCE are:

- Sounding the fire alarm
- Safe ordering evacuation of all children
- Notification of fire department
- Our prime concern is safe, orderly evacuation of all persons.

An adult should reach the exit first. This person will assign a child to hold the door open and then lead children to the appropriate place for groupings for a head count. The adult furthest from the exit is responsible for checking the area for stranded persons before leaving the building. An adult leaving through the front entryway should take the sign-out book. All adults and children will proceed directly to the designated area. Each teacher or designated adult is responsible for checking off absent children against the sign-out sheets. During this procedure, one adult should go to the nearest residence and call the fire department.

The teacher will evacuate children, taking attendance records with them.

The assistants will attempt to close off the fire by shutting windows and doors and turning off the lights.

The aide will attempt to take the first aid kit and emergency information cards.

Each group of staff/children will proceed outdoors, away from the building to the designated waiting area and wait for further instructions. Attendance will be taken and any missing children reported to the Fire Marshall. No one is to re-enter the building until the director gives the all clear message.

A report will be made to the Department of Human Services within 48 hours of a fire that requires the fire department.

**Fire Drills**

The fire drill procedure and exit routes are posted in each classroom. Fire drills are done on a monthly basis. Become familiar with these and follow these procedures for every fire drill:

- Leave the building immediately, making sure all the bathrooms and hiding places have been checked.
- Get all of the children out to the location designated on your evacuation sheet.
- Close all doors and take attendance sheets with you. Once outside, make sure you can account for all the children.

- Stay outside until the all clear signal is given.
- Do not stop for coats, shoes, etc.

### **Procedure in the Event of a Missing Person**

- Staff members should spend a reasonable amount (10 minutes) of time searching.
- Notify the Ramsey County Sheriff (651-484-3366), giving a description of the person, clothing being worn, and last known whereabouts.
- If appropriate, several staff members should be assigned to assist in the search process.

### **Policies on the provisions of meals**

Close to My Heart believes that eating should be a pleasant experience eating with their peers and teacher, therefore, children will be encouraged, but not forced to eat during meals and snacks. Children will be provided breakfast, lunch and snack. Lunch is catered by Premier Kitchen catering company. **If your child has food allergies, or diet restrictions it is the parent's job to provide in writing what the allergies and diet restriction are.** All handling of food, preparation and source and storage at the center strictly follows the Department of Health and the Child Care Food Program recommendation. Food brought from outside the center for consumption by the children (birthday cake, holiday treats) must be commercially prepared and in commercial packaging. **No other food from outside the center is allowed without prior notification.**

### **Snack**

Each class will have both a nutritious morning and afternoon snack. Parents may send snack for special days or occasions for the class. All snacks must be purchased at the store. Please check with your child's classroom teacher

### **Food in the Program**

Close To My Heart Child Development Center is a participant in the 'CACFP' Federal Nutrition Program (Child and Adult Care Food Program). The center will provide breakfast, hot lunch and an afternoon snack. Monthly lunch menus will be given out with newsletter and posted in each classroom. We will at all times meet or exceed the proper food rules and regulations as mandated by the Minnesota Department of Health and the USDA. We recognize the importance of early nutrition, we will strive to provide each child with the opportunity to enjoy varied and nutritious foods as well as the information to learn healthy, life long nutrition habits that will enhance their health and improve their quality of life.

**“In accordance with federal law and USDA policy, this institution is prohibited from discriminating on the basis of race, color, national origin, gender, age, or disability.”**

**To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish)> USDA is an equal opportunity provider and employer.**

### **Safe Food Preparation**

- Keep all kitchen equipment, dishes and utensils in a clean and in safe condition

- Wash dishes, eating and serving utensils in dishwasher
- Keep food preparation area separate from eating, napping, play, toilet and bathroom areas
- Make all staff wash their hands before preparing food.
- Do not wash hands in food prep sink
- Keep all surfaces in good repair
- Use cutting boards
- Always clean and sanitize all areas used in preparing food before beginning and after each use.
- Air dry hand washed dishes to eliminate the recontamination from hands or towels
- Clean the can opener
- Wash fresh fruit and vegetables with water, soap and water when needed
- Do not allow infants and toddlers in food preparation area.

### **Sanitation Procedures**

#### **Bleach Solutions**

Household bleach is used for sanitizing. This must be stored out of reach of children. A solution of one tablespoon bleach to one quart water should be made fresh daily. Separate spray bottle should be used for diapering and classroom use. Label spray bottles with their location and appropriate mixtures for the bleach solution.

#### **Sanitizing**

Toys that are mouthed and utensil/dishes used for food should be cleaned and sanitized daily or after each use. Wash first with detergent, then water to remove debris, and then soak for at least two minutes in bleach solution of once scant teaspoon of bleach to one quart of water. Do not rinse; allow to air dry. Items that can not be soaked should be sprayed with bleach solution mentioned in the previous paragraph and allowed to air dry.

#### **Needles, syringes, and other sharp objects:**

When a child enrolled in our program requires the use of needles, arrangements for disposal will be made. Discuss alternatives with the health consultant.

#### **Resuscitation Mouthpieces:**

Single use resuscitation mouthpieces will be available for use.

#### **Cleaning and decontamination of spills:**

Clean objects and surfaces contaminated with blood and body fluids immediately by using hot soapy water to remove secretions and excretions before disinfecting. A solution of 3 cups of bleach in one gallon of water is adequate to disinfect the area to kill HIV/HBV and other organisms. After applying the bleach, allow the surface to air dry.

Disposable towels should be used if possible to clean up body fluid spills (towels should be double bagged before disposal). Any dirty water or body fluids should be disposed of in the toilet rather than sinks. Any sponges, cloths, or mops used to clean contaminated areas should not be used to clean food preparation areas or to wash dishes. Soiled sponges, clothes, mops, and pails should be cleaned away from food preparation areas and soaked for 10-30 minutes in the bleach solution (1/4 cup bleach/gallon of water). However, it is preferable to use disposable items for clean up.

Clothing or other items that are soiled with blood or body fluids will be handled with gloved hands and put directly into a single plastic bag, double bagged, and sent home with the parents for laundry.

Linen belonging to the school which is soiled with blood or other body fluids will be handled with gloved hands and put directly into a single plastic bag, double bagged.

If the blood or body fluid has soiled the employee's skin surface, the area will be washed as soon as the clothing is removed. Staff that has blood on their clothing shall be allowed enough time to go home and change their clothes.

**Post Exposure Procedures:**

- Cleanse the area of exposure to minimize the chance of infection.
- Notify the designated contact person of exposure incidents to begin documenting what happened.
- Complete the injury/incident report form, which includes documentation of routes and circumstances under which exposure occurred.
- Obtain medical evaluation and treatment (at no expense to employee) to evaluate exposure incident and provide follow up.

Close To My Heart will provide the health care professional with the following information:

- Description of exposed employee's job duties relating to the exposure incident
- Copy of the incident/injury report
- Results of individual's blood test, if available.
- Employee medical records/vaccination status

The health care professional will provide a written report, stating that the employee has been informed of the results of the evaluation and needed follow up. The employee will receive a copy of the report within 15 days of evaluation.

Confidential medical records must be kept on the employee with occupational exposure for the duration of the employment plus 30 years.

These records include:

- Employee's name and social security number
- Hepatitis B vaccination status
- Results of follow up procedures to exposure incidents
- All information given to the evaluating health care professional
- A copy of the evaluating health care professional's written opinion

**Snack**

Each class will have both a nutritious morning and afternoon snack. Parents may send snack for special days or occasions for the class. All snacks must be purchased at the store. Please check with your child's classroom teacher

**Gloves**

Wear disposable gloves when doing anything involving contact with blood or other body fluids such as handling soiled items, helping with open wounds or cleaning bathrooms. Wash your hands thoroughly after removing gloves.

**Hand washing**

Remember that hand washing is still the most effective means of controlling the spread of disease. Thorough hand washing includes the use of liquid soap from a soap dispense and

rubbing hands together under running water for at least 20 seconds. Rinse well and use a paper towel to turn off the faucet to prevent re-infecting your hands. Dry with a single paper towel.

### **Parental Involvement**

The primary and most significant influence in the life of a young child is the family. Early childhood education programs strengthen, support, enrich, and extend the family experience. Through the cooperative efforts of school and home, children will be able to develop to their fullest potential. Close to My Heart has an open door policy; parents are welcome and encouraged to visit the program at any time.

Parents are encouraged to be involved in their child's school experience. Parents with children enrolled in Close to My Heart are expected to volunteer 20 hours a year. The following are volunteer suggestions:

- Assisting in the classroom
- Working on projects at home
- Donating items requested by staff
- Chaperoning field trips

Visiting the classroom to share your occupation or special talent

### **Communication**

Communication between home and school is an important part of your child's school experience. Each child enrolled at Close to My Heart will have a cubby/folder for student work, newsletters, and other information from school. Please check this cubby/folder daily for important information. Each teacher/classroom will also have a designated spot for notes from parents that will be checked daily.

### **Communicating Concerns and Suggestions**

All parent/guardian suggestions and concerns are considered valid and will be addressed. Your ideas and feedback help us make continual improvements to our program. We will work with you in resolving problems that may arise. In order to address concerns and suggestions at the most appropriate and effective level, we suggest the following:

1. First, parents/guardians should direct their concerns by speaking to or scheduling a conference with the teacher.
2. If issues are not resolved (within one week) after contacting the staff member or you have additional concerns, you are encouraged to contact the director, who will make every effort to promptly return your call and/or schedule a time to meet.

If issues still remain unresolved (after two weeks) after speaking with the director, parents/guardians could talk with or phone the program director.

### **Parent/Guardian Responsibilities**

1. Parents/guardians are responsible for reading the handbook for families and knowing the contract terms and program policies.



2. On a daily basis, parents/guardians must sign their children in and out and check their individual folder for bills and notices.
3. Parent/guardians must notify program staff if their child(ren) will be absent or picked up early for any reason. If a child does not arrive as expected, program staff will investigate immediately by attempting to contact parents/guardians, and if necessary the police.
4. Notice of change in contract, vacation, or withdrawal from the program. Withdrawal from program MUST be provided in writing at least two weeks before the effective date.
5. Feel free to ask the staff for feedback on your child's day or progress in the program.

**Fees and Billing Information**

**Fee Schedule**

**Toddler Program**

Daily rate	\$65.00/day
3 day/week	\$175.00/week
4 day/week	\$195.00/week
5 day/week	\$205.00/week

**Preschool Program**

Monday-Friday, AM	\$180.00/month
Monday, Wednesday, Friday, AM	\$125.00/month
Tuesday, Thursday, AM	\$90.00/month
Monday-Friday, All Day Program	\$184.00/week
Daily rate	\$55.00/day
3 day/week	\$154.00/week
4 day/week	\$169.00/week

**School Age Kindergarten Program**

Daily rate	\$55.00/day
3 day/week	\$138/week
4 day/week	\$153.00/week
5 day/week	\$168.00/week

**Holiday Pay**

If a holiday falls on a day that is regularly scheduled day for your child, you will be charged for the care on that day. For example, if your child usually attends preschool on Thursdays, your family will be charged for care for the Thanksgiving Holiday.

**Billing:**

1. Payment is due on the first day your child attends school each week. Monthly tuition payments are due on the 1<sup>st</sup> of each month. It is your responsibility to make payment by the due date. The Director can assist in determining the amount due.
2. Payments received after the first week will not be credited until the following billing period.
3. Billing is based on the number of weeks in the month. The months that have five Mondays are billed for five weeks.
4. A LATE FEE of \$10.00 is automatically assessed on Wednesday of the week tuition is due, or on the 5<sup>th</sup> of the month for families paying monthly for the billing period on any unpaid balance.

5. If you have an outstanding account, call the Director as soon as possible to discuss payment arrangements. If a tuition payment is not made within 10 days of the due date, and no contact to arrange payments has been initiated by you, childcare may be terminated.

### **Uncollected Checks**

Close to My Heart will charge a \$15.00 fee for all checks returned from the bank for insufficient funds or closed accounts. The total will be due in cash or money order within three days of notice of uncollected check. Payment must be made separate from other tuition.

### **Contract Change**

To change your contract, a completed Contract Change Form must be submitted at least two weeks prior to the effective date. Verbal notification is not sufficient. A \$5.00 fee will be charged to your account for each contract change submitted. Changes involving additional care or different block/days can be accepted only if space is available.

### **Contract Cancellation and Withdrawal**

Cancellation and withdrawal from the program requires a two-week written notice to the director. Verbal notification is not sufficient. Parents/guardians withdrawing from the program without sufficient written notice will be billed tuition and if unpaid within two weeks, the account will be turned over to our collection agency. If you withdraw and wish to re-enroll during the same program year, a \$5.00 contract change fee and written notice will be required. Re-enrollment will not be allowed until any outstanding balance is paid in full...

### **Release of Information**

The Minnesota Data Privacy Act governs Close to My Heart's release of information. All data about its staff and students is considered to be private and will not be released without written permission.

### **Public Relations, Research and Photographs**

Parental permission is needed before any child will be involved in any research or public relations activities. We request a general permission form to photograph your child for educational and display purposes.

## **MALTREATMENT OF MINORS MANDATED REPORTING POLICIES**

### **Who should report Child Abuse and neglect:**

- Any person may voluntarily report abuse and neglect
- If you work with children in a licensed facility. If you know or have reason to believe a child is being or has been neglected or physically or sexually abused within the preceding three years you must immediately (within 2 hours) make a report to an outside agency.

### **Where to report**

- If you know or suspect that a child is in immediate danger call 911
- All reports concerning suspected abuse or neglect of children occurring in a licensed facility should be made to the Department of Human Services, Licensing Division's Maltreatment Intake line at (651) 297-4123
- Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community should be made to the local law enforcement at 911...
- The Ramsey county Child Protection Services intake line is 651-266-4500
- 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 651-269-3971
- 

### **What to Report**

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act and should be attached to this policy.
- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extend 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 mandated reporter must follow by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

### **Retaliation Prohibited**

Any 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 whole the report is made. The reporting of Maltreatment on Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has 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 and reoccurring maltreatment may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Department of Human Services, and by the Minnesota Department of Health, and unlicensed Personal Care Provider organizations.

### ***Internal Review***

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

- i. Related policies and procedures were followed.
- ii. The policies and procedures were adequate.
- iii. There is a need for additional staff training.
- iv. The reported event is similar to past events with the children or services involved.
- v. There is a need for corrective action by the license holder to protect the health and safety of children in care.

**Primary and Secondary Person or Position to Ensure Internal Review are Completed**

The internal review will be completed by Anne Hennessey the center director. If this individual is involved in the alleged or suspected maltreatment Majors James and Candy Curl (Corps Officers) will be responsible for completing the internal review. Documentation of the internal review and will be sent to the commissioner upon the commissioners request.

**Corrective Action Plan**

Based on the results of the internal review, the license holder must create and implement a corrective action plan designed to correct current lapses and prevent future lapses by individuals.

**Staff training**

The license holder must provide training to all staff related to the mandate reporting responsibilities. The license holder must document this training in the individual personnel records.

**PROGRAM DRUG AND ALCOHOL POLICY**

License holders, employees, subcontractors and volunteers, when directly responsible for persons served by Close To My Heart, are prohibited from abusing proscriptio medication and from being in any manner under the influence of a chemical that impairs the individual's ability to provide services or care.

**Miscellaneous Information**

**Dress**

- Children should be dressed appropriately for art, sensory, and movement activities. Students do go outside each day, dependent upon the weather. Please send your child with appropriate outdoor clothes. Please label your child's clothing and belongings. It is requested that your child bring a backpack to carry things to and from school.

**Pets**

- Pets are seen as an educational resource for the children. If pets are present the parents/guardians are informed at the time of enrollment. Pets are properly housed, care for, inoculated and licensed in accordance with local codes. The children will learn to care for and handle the pet in an appropriate manner.

**Research:**

- Written permission will be obtained from parent/guardian before each occasion of research, experimental procedure, or public activity involving your child. Forms and notification will be available through your child's teacher.

**Photographs**

- Photos of children at the center are permitted during special events, and may be displayed around the center. If you are uncomfortable with this it is your responsibility to inform Close To My Heart and your child will not be included.

**Grievance procedure:**

- Any client, who feels he/she has been discriminated against or treated unfairly with respect to Close To My Heart activities and services, shall have access to and be able to pursue the grievance procedure located in the main office of Close To My Heart.

**Weather:**

- Children will have recess outdoors both in the morning and the afternoon each day unless the temperature falls below 15 degrees (with wind chill) or excess 90 degrees with the head index. All children who are well enough to be at the center will be expected to participate in outdoor activities unless notification from a doctor is submitted.

**Toys from home:**

- Toys should not be brought to the center unless specifically discussed with the teacher. We assume no responsibility for loss or damage to items brought from home. Superhero figures, costumes etc are discouraged.

**Volunteers:**

- We utilize volunteers to help out with activities. All volunteers must have a background check before they begin work with the children.

**Non-Discrimination Statement**

**In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.**

**To file a complaint, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call 800-795-3272 (voice) or 202-720-6382 (TTY). USDA is an equal opportunity provider and employer.**

**This institution is an equal opportunity provider.**

**MULTICULTURAL / ANTI-BIAS POLICIES**

Close To My Heart Preschool maintains a non-discriminatory policy and is open to three-to-five-year-olds of any race, color, national or ethnic origin, religion, sex, or disability.

**DRUG, ALCOHOL & TOBACCO POLICIES**

The indoor and outdoor environments Close To My Heart Preschool are designated as drug-free and non-smoking areas. Any drug, alcohol and tobacco use is not permitted inside or outdoors.

**WEAPONS IN THE WORKPLACE POLICY**

Close To My Heart Preschool prohibits the use, possession, and storage of weapons on its premises. This rule applies to all employees, enrollees and visitors as well as anyone else on the Close To My Heart Preschool. Employees also are prohibited from using, possessing or storing weapons wherever they are engaged in work or any other work-related activity for Close To My Heart Preschool. Weapons includes firearms, ammunition, knives, or similar dangerous items, even if lawful. These prohibitions apply even to those who are qualified to carry handguns under Minnesota law. Violations of this policy may result in immediate termination of employment and/or of participants. Anyone who has information of any potential violation of this policy must immediately inform the Director. Failure to report a violation of this policy may be grounds for disciplinary action up to and including immediate termination of employment.

Close To My Heart Preschool reserves the right to search and inspect property and persons while on company premises; and to search and inspect employees and their

**Close to My Heart Early Childhood Policy Handbook Acknowledgement**

This form is to acknowledge that I have received a copy of the Close to My Heart Policy Handbook. I understand that it contains the policies of the early childhood program. Close to My Heart may freely revise at any time, as it deems appropriate. I acknowledge that I am expected to read, understand, and adhere to these policies, and I will familiarize myself with them.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

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