



# LEECH LAKE CHILD CARE SERVICES POLICY HANDBOOK

Leech Lake Band of Ojibwe  
Early Childhood Development Program  
Child Care Services

2026-2027

|          |                                                   |          |
|----------|---------------------------------------------------|----------|
| <b>1</b> | <b>CONTENTS</b>                                   |          |
| <b>2</b> | <b>VERSION.....</b>                               | <b>5</b> |
| <b>3</b> | <b>INTRODUCTIONS .....</b>                        | <b>6</b> |
| 3.1      | Program Statement .....                           | 6        |
| 3.2      | Organizational Structure .....                    | 7        |
| 3.3      | Operational Calendar .....                        | 7        |
| 3.3.1    | Leech Lake Band of Ojibwe Holidays Closures ..... | 7        |
| 3.3.2    | Operational Schedule .....                        | 7        |
| <b>4</b> | <b>PROGRAMMING .....</b>                          | <b>8</b> |
| 4.1      | Our Approach .....                                | 8        |
| 4.1.1    | Our Language Program .....                        | 8        |
| 4.1.2    | Land-Based Approach .....                         | 8        |
| 4.1.3    | Approach to Learning .....                        | 8        |
| 4.2      | Goals, Values, and Guiding Principles.....        | 9        |
| 4.3      | Ojibwe-Anishinaabe Cultural Practice Policy.....  | 10       |
| 4.4      | Language Policy .....                             | 11       |
| 4.5      | Family Programming Policy .....                   | 12       |
| 4.5.1    | Our Families.....                                 | 12       |
| 4.5.2    | Family Compact.....                               | 12       |
| 4.6      | Parent's Code of Conduct.....                     | 13       |
| 4.7      | Enrollment Policy.....                            | 13       |
| 4.7.1    | Enrollment Documents .....                        | 14       |
| 4.7.2    | Family Orientation.....                           | 15       |
| 4.7.3    | Withdrawal from Program .....                     | 15       |
| 4.8      | Child Attendance Policy.....                      | 15       |
| 4.8.1    | Child Drop-off and Pick-up: .....                 | 15       |
| 4.8.2    | Excused Absences: .....                           | 16       |
| 4.8.3    | Unexcused Absence Follow Up: .....                | 16       |
| 4.8.4    | Excessive Absence Follow Up:.....                 | 16       |
| 4.8.5    | Late Arrival Policy: .....                        | 16       |
| 4.8.6    | Parent Responsibilities .....                     | 17       |
| 4.8.7    | Late Pick-up Policy:.....                         | 17       |

|          |                                                                  |           |
|----------|------------------------------------------------------------------|-----------|
| 4.8.8    | Time at Service .....                                            | 17        |
| 4.9      | Indoor/Outdoor Play Policy .....                                 | 17        |
| 4.9.1    | Outdoor Play .....                                               | 18        |
| 4.9.2    | Extreme Weather .....                                            | 18        |
| 4.10     | Nutrition Policy .....                                           | 18        |
| 4.11     | Meals and Feeding Policy .....                                   | 20        |
| 4.11.1   | Infants · .....                                                  | 20        |
| 4.11.2   | Breastfeeding · .....                                            | 20        |
| 4.11.3   | Formula · .....                                                  | 21        |
| 4.12     | Dental Policy .....                                              | 21        |
| 4.13     | Nap and Rest Policy · .....                                      | 21        |
| 4.14     | Children Electronic Usage Policy ♦ .....                         | 23        |
| <b>5</b> | <b>HEALTH AND SAFETY .....</b>                                   | <b>24</b> |
| 5.1      | Health and Emergencies Policies .....                            | 24        |
| 5.2      | Medication Administration Policy .....                           | 25        |
| 5.3      | Hand Hygiene Policy .....                                        | 26        |
| 5.4      | Child Illness Policy .....                                       | 27        |
| 5.5      | Biting Policy · .....                                            | 28        |
| 5.6      | Head Lice Policy .....                                           | 29        |
| 5.7      | Diapering and Toileting Policy · .....                           | 30        |
| 5.7.1    | Diapering .....                                                  | 30        |
| 5.7.2    | Toileting .....                                                  | 30        |
| 5.8      | Prohibited Action Policy .....                                   | 31        |
| 5.9      | Missing Child Policy .....                                       | 32        |
| 5.10     | Pet and Animals Policy .....                                     | 33        |
| 5.11     | Security Policy .....                                            | 34        |
| 5.12     | Field Trips Policy “ .....                                       | 35        |
| 5.13     | Transportation Policy “ .....                                    | 36        |
| 5.14     | Culture of Safety .....                                          | 36        |
| 5.15     | Guiding Children’s Social and Emotional Development Policy ..... | 37        |
| 5.16     | Behavioral Policy .....                                          | 38        |
| 5.16.1   | Pre-Disciplinary Actions .....                                   | 38        |

|           |                                                   |           |
|-----------|---------------------------------------------------|-----------|
| 5.16.2    | Deescalation.....                                 | 39        |
| 5.16.3    | Formal Disciplinary Procedures .....              | 39        |
| 5.16.4    | Active Duration of Disciplinary Record .....      | 40        |
| 5.16.5    | Unacceptable Behaviors .....                      | 40        |
| 5.16.6    | Zero- Tolerance Policy.....                       | 40        |
| 5.17      | Severe Weather & Emergencies.....                 | 41        |
| 5.17.1    | Severe Weather Policy .....                       | 41        |
| 5.17.2    | Cold Weather Guide.....                           | 42        |
| 5.17.3    | Warm Weather Guide.....                           | 43        |
| 5.17.4    | Evacuation Policy .....                           | 44        |
| 5.17.5    | Lockdown Drill Procedures .....                   | 46        |
| 5.17.6    | Maajiigin Evacuation Plan .....                   | 47        |
| 5.17.7    | Miikogin Evacuation Plan.....                     | 48        |
| <b>6</b>  | <b>RESOURCES .....</b>                            | <b>49</b> |
| 6.1       | Administrative Leadership (8/12/2026) .....       | 49        |
| 6.2       | Addresses.....                                    | 49        |
| 6.3       | Website & Social Media.....                       | 49        |
|           |                                                   |           |
| Table 1.  | Goals, Values, and Guiding Principles .....       | 9         |
| Table 2.  | Cold Weather Guide .....                          | 42        |
| Table 3.  | Warm Weather Heat Index .....                     | 43        |
| Table 4.  | Maajiigin Evacuation Procedure.....               | 47        |
| Table 5.  | Miikogin Evacuation Procedure .....               | 48        |
|           |                                                   |           |
| Figure 1. | Child Care Services Organizational Structure..... | 7         |
| Figure 2. | Maajiigin Evacuation Map.....                     | 47        |
| Figure 3. | Miikogin Evacuation Map.....                      | 48        |

## 2 VERSION

---

|                   |                                                                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Handbook Version: | 2026-2027                                                                                                                                                                       |
| Effective Date:   | 9/8/2026                                                                                                                                                                        |
| Revision Summary: | This handbook has been updated to include revisions to policies, procedures, guidelines, and other relevant program information. This version supersedes all previous versions. |

**Note:** All items are assigned to the Child Care Services program unless otherwise noted.

- Language specific to the Maajiigin Center
- ◆ Language specific to the Miikogin Center

## 3 INTRODUCTIONS

---

### 3.1 PROGRAM STATEMENT

#### **Our Vision**

“An Ojibwe language speaking community built around resilient, healthy Anishinaabe families and children.”

#### **Our Mission**

We are an Ojibwe land-based childcare partnering with families to build a teaching and learning community dedicated to speaking Ojibwe and carrying it out into the community. Our dedication to Ojibwe-Anishinaabe ways and language drives our decisions.

#### **Our Philosophy**

We make our best effort to shape our programming and guiding our choices with Ojibwe Anishinaabe thought and practice. It is our responsibility to each other, as Ojibwe-Anishinaabe people, to sustain our lifeways. We must learn and teach our values and traditions in practical ways so that we honor our ancestors by remaining here, as intact as possible, for generations to come. Our program priority is to provide high-quality child care services that reflects and integrates our Ojibwe-Anishinaabe knowledge and practices.

We believe we sustain our Ojibwe language by creating space in our community for speaking and learning Ojibwemowin. We realize that in order to maintain Ojibwemowin for our babies, we as adults must take responsibility to speak and learn Ojibwe. Our program creates opportunities for our staff and families to learn and transmit gidinwewininaan to our newest generation.

We commit to this vision through our people, our ways of selecting and cultivating learning spaces and materials and integrating traditional foods. We continue to strengthen our commitment to the community through relevant and culturally tailored professional development, guidance by knowledgeable community members, and input from our families.

We work always to improve our practice, be it our Ojibwe-Anishinaabe childcare practice, Ojibwe language transmission, or building our community.

#### **View of Families**

Our families are at the center of our work. We recognize that our families are critical in order for us to be successful in building community, creating opportunity for Ojibwe language and culture, intergenerational transmission of Ojibwe-Anishinaabe lifeways and the delivery of land-based childcare. We see our families as community leaders who, in partnership with our staff and community knowledge holders, will make significant contributions to our language revitalization efforts in Leech Lake. They help broaden our language and culture revitalization efforts beyond school settings, into the community and beyond. Parents and guardians are considered as the child’s first and foremost teacher whose input is highly valued.

#### **View of Children**

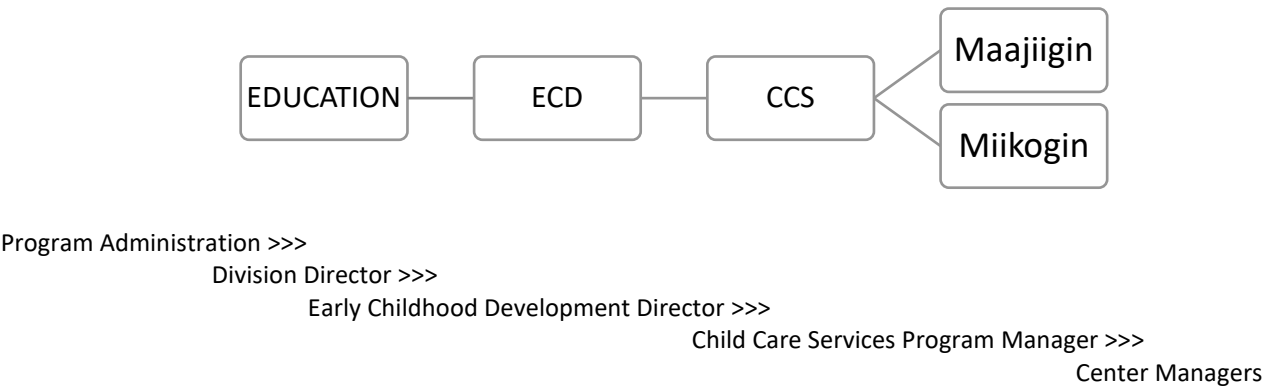
We approach our children as sacred beings and understand that each child has gifts. It is our role to provide experiences and opportunities so they can develop those gifts.

#### **View of Staff**

We are dedicated to building a respectful, healthy community of colleagues. Each team member brings important gifts, experiences and insights that are critical to our success. Each brings their gifts for the good of the community. Our staff participate in deliberate learning and speaking our ancestral language. They build community with our families through respectful and meaningful relationships. Our staff are professionals who are always growing their skills to create the best care possible for our children and families.

3.2 ORGANIZATIONAL STRUCTURE

Figure 1. Child Care Services Organizational Structure



3.3 OPERATIONAL CALENDAR

3.3.1 Leech Lake Band of Ojibwe Holidays Closures

CCS and all its programs adhere to the LLBO holiday schedules. The following are observed Leech Lake Band of Ojibwe Holidays:

|                            |                 |                           |
|----------------------------|-----------------|---------------------------|
| New Year’s Day             | Juneteenth      | Battle of Sugar Point Day |
| Martin Luther King Jr. Day | Leech Lake Days | Veterans Day              |
| President’s Day            | July 4th        | Thanksgiving Day          |
| Memorial Day               | Labor Day       | Christmas Day             |

3.3.2 Operational Schedule

|                  |       |                   |
|------------------|-------|-------------------|
| Maajiigin Center | MTWHF | 7:45 am – 4:45 pm |
|------------------|-------|-------------------|

Note: Maajiigin Center will not provide services on 1<sup>st</sup> & 3<sup>rd</sup> Fridays of Month

Miikogin Center

|                 |       |                   |
|-----------------|-------|-------------------|
| School Year     | MTWHF | 3:30 pm – 4:45 pm |
| School Releases | n/a   | 7:45 am – 4:45 pm |
| Summer          | MTWHF | 7:45 am – 4:45 pm |

Note: Miikogin Center will follow both LLBO operational schedule and Cass Lake-Bena Schools calendar.

## 4 PROGRAMMING

---

### 4.1 OUR APPROACH

#### 4.1.1 Our Language Program

Our language effort drives our programming. We recognize and embrace the benefits of language learning for our children but acknowledge that without a systematic approach for language learning we do not have the capacity to create learning opportunities. Therefore, we are focusing on adult language learning. Our staff will study and speak Ojibwemowin. We will speak as much Ojibwe as we know, while continually striving to learn more. We also want our families to speak and learn Ojibwe to build whole-hearted communities of Ojibwe speakers at home and beyond. Gradually, with intention and effort, we will develop increasing language goals. Families and staff will be learning Ojibwe language providing a place for adults to share and gain cultural knowledge.

We'll be creating relationships with community members who hold cultural knowledge and making space for new knowledge holders. Staff will be learning alongside our families so that they can build experiences for our infants and toddlers that are rich in cultural understanding and Ojibwe language

#### 4.1.2 Land-Based Approach

Understanding and building relationships with our place, our natural environment, is key to Ojibwe-Anishinaabe worldview. Learning takes place outdoors every day, regardless of weather. Children will remain indoors only on days when the weather is unsafe to spend time outdoors. Time spent outdoors, especially in natural settings, has many benefits for both children and adults.

- 1) Our staff, families and children will grow their understanding of Ojibwe values and practices.
- 2) Staff will learn and speak Ojibwe to each other and our children, more and more over time.
- 3) Our children and staff will be outside much of day, year-round in our large outdoor area.
- 4) We will have gardens and children will get dirty.

#### 4.1.3 Approach to Learning

We provide experiences and opportunities so that our children can find their gifts. Our approach to learning is that we build relationships with each child and their family and make observations about their interests and development. We use these observations to adjust our learning environment and to plan experiences and opportunities responsive to each child's interests and development. It is our belief that our children are healthiest and most secure in unhurried, predictable routines. Ojibwe Cultural Practices

We engage Ojibwe-Anishinaabe cultural practices including but not limited to;

- 1) abaabasigewin (smudging);
- 2) biindaakoojigewin (passing asemaa);
- 3) ahangewin (seasoning feasts);
- 4) aadizookewin (storytelling);
- 5) zagaswe'iwewin (pipe ceremonies)

To the extent possible, our staff and families will take leadership in these practices. We will seek guidance from community knowledge holders to build an appropriate Ojibwe-Anishinaabe community of practice.

## 4.2 GOALS, VALUES, AND GUIDING PRINCIPLES

Table 1. Goals, Values, and Guiding Principles

| Goals                                                                                 | Values                                                                                                                                                                                                                                                                     | Guiding Principles                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deliver childcare utilizing Ojibwe-Anishinaabe child rearing practices.               | <b>Respect.</b> We hold close to our hearts the value of respect as central to Ojibwe-Anishinaabe worldview. Respect for self. Respect for community. Respect for the natural world around us. Respect for the gifts we were given as Ojibwe people. Respect for others.   | Ojibwe-Anishinaabe practices guide our approach to childcare and community.                                                                                                                                                                                                                                                                    |
| Support healthy development of Ojibwe children. Support healthy Anishinaabe families. | <b>Health and Wellness.</b> Our children, our families and our community all do better when we have a strong sense of self available to us in our language and ways.                                                                                                       | We focus on wellness for our children, families, staff and community, understanding that wellness is supported by strong Ojibwe identities and understanding of self. We build relationships with each child. We encourage families to engage in healthy family activities.                                                                    |
| Support health and wellness of our staff.                                             | <b>Everyone has a gift.</b> Each of us is born with gifts that can build stronger families and communities. It is our individual responsibility to learn about our gifts and to create environments where our children discover and hone their own gifts.                  | We will build a community wherein each member has a role to play and is valued for their gifts. Staff and family input and reflections are highly valued.                                                                                                                                                                                      |
| Build relationships with our natural environment.                                     | <b>Curiosity.</b> Investigation and interests of the children, families, community, and staff establish learning activities and experiences.                                                                                                                               | We encourage inquiry, exploration, and learning through play in our natural environment. We provide a variety of opportunities to utilize the outdoor learning area.                                                                                                                                                                           |
| Build community Ojibwe language capacity by supporting adult language learning        | <b>Responsibility.</b> We recognize that we are responsible to each other, to ourselves and to the coming generations to create pathways to language resilience and cultural competence. We are responsible for each action we take and do not take. Each of us has gifts. | We will learn and speak Ojibwe.<br>We create opportunities for language revitalization in our community.                                                                                                                                                                                                                                       |
| Build love of language                                                                | <b>Love of Learning.</b> We foster life-long learners of language and culture as well as support individual interests and goals.                                                                                                                                           | We create opportunities for staff and families to share meaningful, relevant resources, encourage self-expression and creativity with language. We assist staff and families in setting personal goals and guide self-reflection.                                                                                                              |
| Build leadership                                                                      | <b>Advocacy.</b> We strive to strengthen our own gifts and to build environments where each child's gifts develop and are valued.                                                                                                                                          | We develop avenues for our families to become advocates for their children, our language, and our nation. We promote staff and family professional development.                                                                                                                                                                                |
| Nation Building                                                                       | <b>Reciprocity.</b> We embrace Ojibwe-Anishinaabe practice of reciprocity and recognize that in order to strengthen our community we must strive towards balance, allowing each community member to contribute, as they are able.                                          | We empower our staff, families and communities by supporting their interests and needs. We provide resources and training for our staff, families, and community.                                                                                                                                                                              |
| Learn and share Ojibwe-Anishinaabe lifeways                                           | <b>Sharing Knowledge.</b> We each have a responsibility to strive to speak our language and know our ways so that we may share them with each other and with the coming generations.                                                                                       | We will create access to language and cultural knowledge and understanding. Our families and staff will be confident in their understanding of how to conduct themselves in the Ojibwe community. We seek partnership with our families, staff and knowledgeable community members to build a space where Ojibwe language and lifeways thrive. |

### 4.3 OJIBWE-ANISHINAABE CULTURAL PRACTICE POLICY

#### Policy

We make our best effort to shape our programming and guide our choices with Ojibwe-Anishinaabe thought and practice. It is our responsibility to each other, as Ojibwe-Anishinaabe people, to sustain our lifeways. We must learn and teach our values and traditions in practical ways so that we honor our ancestors by remaining here, as intact as possible, for generations to come. There are many Ojibwe practices and approaches, which, at times vary from community to community. We will work with knowledgeable community members to help build our best practice in our setting. At times, the guidance we follow may not be the same as the home practice of some of our staff and families. In order to create consistent practice, we highlight common practices that we will follow. We will also create opportunities to learn from community members as part of our ongoing staff and family programming and will use it to develop our cultural practices within our centers.

#### Procedure

- 1) We engage in Ojibwe-Anishinaabe cultural practices including but not limited to; abaabasigewin (smudging); biindaakoojigewin (passing asemaa); ahangewin (seasonal feasts); aadizookewin (storytelling); and zagaswe'iwewin (pipe ceremonies).
- 2) Ojibwe-Anishinaabe practices such as gifting and passing asemaa are appropriate in all of our program Ojibwe-Anishinaabe settings. Staff will be given asemaa and gifts when they are invited to take on the important role of caring for our community's children while learning and sharing our language and community practices. Others may be given asemaa and gifts as appropriate.
- 3) Use of traditionally harvested asemaa is encouraged as commercially produced tobacco products carry harmful chemical additives.
- 4) As appropriate, gatherings may include passing asemaa to a community member and a ceremonial pipe may be used as determined by that person.
- 5) We will host programming that provides opportunities for staff and families to learn cultural understanding and skills.
- 6) To the extent possible, our staff and families may take leadership in these practices.
- 7) As we learn, we are encouraged to share these understandings and skills.
- 8) We will seek guidance from our ojibwemowin mentor to incorporate Ojibwe-Anishinaabe practice in appropriate ways.
- 9) Our programming will be shaped by Ojibwe-Anishinaabe worldview, including respect for each other, our children and our natural surroundings. Common practices that we observe include but are not limited to:
  - a. Cultural understanding places human beings as part of the natural world, recognizing the right of our relatives, the plants and other beings, to co-exist.
  - b. We engage in reciprocal practice with each other and with our natural environment. We offer asemaa when we harvest food or other things from nature in order to maintain a balance.
  - c. We approach our surroundings and each other with respect. This includes our children. Children are to be regarded as complete beings with unique gifts. Our role as caregivers is to support and love our children as they discover and develop their gifts.
  - d. As whole beings, we use well-formed speech when engaging with baby. Real words with animation and elongated vowels will be used.
  - e. We recognize our clans and our Ojibwe names.
  - f. We recognize practices of wewebizowin, dikinaagin, and swaddling as central to Ojibwe-Anishinaabe infant child care practice and are prepared to utilize these practices at each family's written request.
  - g. One aspect of care and respect is that we, especially ikwewag, do not step over other beings, food or belongings in order to protect and care for one another. Our children are taught to keep their items picked up and out of the way so that they are not stepped over.
  - h. Creatures and other beings are not sculpted from snow.

- 10) Children will play outside during daylight hours only. During the winter months children will come inside when the sun sets.
- 11) Center staff will support each other to ensure these are being followed while providing care in the classrooms or outdoor learning areas.

## **4.4 LANGUAGE POLICY**

### **Policy**

With increasing frequency and quality, Ojibwe language will be used as the language for communication within our program and beyond. Each adult associated with our centers will help create an Ojibwe language rich environment by speaking Ojibwe with increasing frequency and accuracy. Staff and families will be provided support and opportunities to build their Ojibwe proficiency.

### **Procedure**

- 1) With assistance, staff and families will set Ojibwe language goals and create a language plan to reach those goals.
- 2) Staff and families will have resources and opportunities to increase their Ojibwe proficiency.
- 3) Staff and families are encouraged to practice and integrate language every day in all areas of their lives.
- 4) Throughout the building, Ojibwe language will replace common English interactions, such as greetings, salutations, and routine interactions.
- 5) Staff must attend language instruction at the center and are encouraged to participate in other language learning opportunities within their communities.
- 6) Language classes will be provided for members of our center's community.
- 7) In the childcare setting, classroom staff and adult visitors will create a language environment which is increasingly Ojibwe.
  - a. Staff will increase Ojibwe language skills as they relate to program and professional development goals.
  - b. Staff will receive Ojibwe language support in order to build their language skills over time.
  - c. As childcare staff increase their language skills, they will support each other and families to create an Ojibwe language rich environment.
  - d. Daily Ojibwe time periods will be established in each childcare environment. These may start with only a few minutes but will gradually build over time.
  - e. In the childcare setting, Ojibwe language goals and Ojibwe-only periods will be set by "chunking" topics. For example, meal time language targets would include vocabulary for eating, conversation, and food. Meal times would then be conducted entirely in Ojibwe.
  - f. The Ojibwemowin Mentor will provide support for classroom teams.
  - g. Staff language assessments will be conducted to track proficiency and use.
  - h. Children will not be provided with language instruction but will be provided with whole language experiences by being spoken to in an Ojibwe language rich environment.

## 4.5 FAMILY PROGRAMMING POLICY

### Policy

Families are encouraged to be at our centers and are considered partners who commit to our vision of building community around healthy Anishinaabe families. Families are encouraged to contribute a minimum of eight hours each month towards this vision

### Procedure

- 1) As a program, we will host at least 1 family activity per quarter.
- 2) Each classroom may offer additional activities each month.
- 3) Our programming will be adapted to the interests and needs of our families.
- 4) Families will contribute to the Ojibwe language environment by speaking Ojibwe and increasing their ability to speak more Ojibwe through study.
- 5) Ojibwe language resources and family language classes will be provided.
- 6) Program staff will keep in communication with and provide resources for families that need support.
- 7) Program staff will track center events attended by families.

#### 4.5.1 Our Families

Our goal is to not only care and teach our children, but to build our capacity as a community to raise healthy Ojibwe children. Leech Lake Child Care Services staff, families, and community members will work together to share resources and learn new skills in Ojibwe language, Ojibwe-Anishinaabe cultural knowledge and skill, child development, advocacy and community building. We encourage all families to be involved and actively participate in our family program activities as well as events sponsored by other programs in our communities.

#### 4.5.2 Family Compact

Families are encouraged to contribute a minimum of eight hours each month towards this vision; however, family contributions may vary based on each family's unique gifts, skills, and resources. Contributions may be made by one or more family members including grandparents, aunties, uncles etc. Families can satisfy this expectation in a number of ways including attending Family Programming activities, setting family goals, volunteer work in or out of the classroom, trail maintenance, home learning kits, teaching skills to staff and families, attending parent-teacher conferences, cultural reclamation, health/wellness and other activities that contribute to the goals and success of our Child Care Services community.

## 4.6 PARENT'S CODE OF CONDUCT

### Policy

All employees of Miziwegin sign a code of conduct to help optimize a healthy organization. Parents and teachers will be in communication often throughout the year as a partnership is formed. This will highly benefit the children that we serve. In accordance with the expectations Child Care Services has for all staff to conduct themselves in a professional and courteous manner, we also ask that parents adhere to the same standards.

### Procedures

- 1) Parents will be respectful of children, staff and other parents in all situations.
- 2) Parents will do their part to maintain open communication. It is very important to communicate in a positive manner to be heard and understood as a parent in the program.
- 3) Constructive Criticism is valued. It needs to be done respectfully. Parents will use the first line of open communication with the appropriate person. If necessary, the parent will request to meet with the next level administrator as an attempt to resolve any issues or concerns. Parents understand that there is a grievance procedure to be utilized in the event of unresolved issues or disputes.
- 4) Parents shall not share images on social media of other family's children unless they have written consent.
- 5) Parents will ensure to keep the environment safe and healthy while volunteering in the classroom or on a field trip. This includes refraining from smoking or vaping while attending classroom events.

## 4.7 ENROLLMENT POLICY

Child Care Services established these enrollment criteria and those who make determination in accordance with the Leech Lake Band of Ojibwe licensing standards, federal, state, and local agencies.

- 1) Maajiigin: Ages – 6 weeks to 36 months old
- 2) Miikogin: Age – 5 to 12 years old; Grade – Kindergarten to 6<sup>th</sup> Grade

### Policy

Child Care Services will accept applications year-round and notify families when they are offered a spot. Families will also be notified if they are placed on the waitlist. Families can update their application at any time but will be required to update their application every 6 months to remain on the waitlist.

### Procedure

Enrollment at Leech Lake Child Care Services Centers will act in accordance with the following process:

- 1) Openings will be advertised through flyers, Child Care Services website, Leech Lake Band of Ojibwe & Child Care Services newsletters, Child Care Services Facebook page, Leech Lake Band of Ojibwe Facebook page, partnership agencies etc.
- 2) Applications will be available from the Enrollment Coordinator and on the website.
- 3) Parent/Guardians may fill out their child's enrollment paperwork with Maajiigin staff.
- 4) Once families have completed all required documents, the enrollment packet will be reviewed.
- 5) The following is a list of enrollment priorities of the program. Those children that meet the highest number of needs will be enrolled first.
- 6) The following are a list of priority consideration in non-ranking order:

- a. Children with Special Needs
  - b. Homeless Children
  - c. Children of parents in recovery programs
  - d. Children identified by a human service agency as being at risk for child placement due to abuse and/or neglect
  - e. Children listed with a human service agency to be in foster care
  - f. A child who has a hearing impairment, visual disability, speech or language impairment, physical disability, other health impairment, mental disability, emotional/behavioral disorder, specific learning disability autism, traumatic brain injury, multiple disabilities, deaf/or blind disability and needs special instruction and services as determined by the Department of Education.
  - g. Children with parents under the age of 21.
  - h. TANF Families
  - i. Single Parents/Guardians (one adult household)
  - j. According to income (over income families are not eligible)
- 7) In order to be eligible, the child, parent or grandparent must be enrolled in a federally recognized tribe and residing on or within 10 miles of the Leech Lake Reservation boundaries.
  - 8) Once a child is determined to be eligible for enrollment, staff will contact family to set up an orientation with classroom staff.
  - 9) Children are enrolled according to age of the opening and priority. If there is a waiting list, the list applies as well.
  - 10) If there are no priority children, we will enroll according to points system. The family with the highest points will be selected
  - 11) Homeless, Foster Care and Protective Services have a 45-day grace period for documentation to be gathered.
  - 12) We require all families to complete program orientation and meet with their assigned teacher before their child can start.
  - 13) If there is a waiting list, they will be added to it.

#### 4.7.1 Enrollment Documents

Following are the enrollment documents required before a child can attend a Leech Lake Child Care Services program:

- 1) Name, birth date and current home address of the child
- 2) Full name of Parents/Guardians, address, and telephone number of the child's parent
- 3) Work/school address and telephone number of where Parents/Guardians may be reached when the child is attending the center
- 4) Names, addresses, and telephone numbers of the child's source of regular medical and dental care to be used in case of an emergency
- 5) Names, addresses, and telephone numbers of two persons to be contacted if a parent cannot be reached in an emergency or when there is an injury requiring medical attention
- 6) Names and telephone numbers of any persons authorized to take the child from the center
- 7) Written authorization for the license holder to act in an emergency, or when a parent cannot be reached or is delayed
- 8) Basic health history to include documentation of any dietary or medical needs, allergies and any health problems of the child
- 9) Immunization record
- 10) Written authorization to administer medication and other nonprescription products
- 11) *Special instructions for children age six weeks to 36 months*, a description of the child's eating, sleeping, toileting, and communication habits, and effective methods for comforting the child
- 12) The caregiver shall ask Parents/Guardians for information regarding the child's development, health and behavioral status and any individual needs

- 13) Documentation of any individual child care program needs for the child
- 14) Parent Handbook review verification

#### **4.7.2 Family Orientation**

Family Orientation is required with the child's teacher before a child can attend a Leech Lake Child Care Services program. The orientation will cover the following:

- 1) The hours and days of operation.
- 2) Vision and Mission and program overview
- 3) Miziwegin Handbook
- 4) Required documents from parent/guardian
- 5) Individual parent conference schedule
- 6) Answer any questions or concerns of parent/guardian

#### **4.7.3 Withdrawal from Program**

- 1) One week (5 business days) of consecutive absence, without notification from parents/guardians, will constitute an immediate withdrawal from the program.
- 2) If at any time a child has been withdrawn from the program, for any length of time, families will need to re-apply.

### **4.8 CHILD ATTENDANCE POLICY**

#### **Policy**

Our program must track attendance and promote regular attendance for all enrolled children. Our goal is 90% attendance for all children. Children thrive when they experience steady routines. Steady routines help our babies and children in their development as they learn self-control, develop security and emotional stability.

#### **Procedure**

We advise our families that transitions will be smoother when we keep consistent routines for drop-off and pick-up. When families develop a consistent pick-up and drop-off schedule, children benefit from arriving during familiar routines. Attendance will be monitored in accordance with the following process:

#### **4.8.1 Child Drop-off and Pick-up:**

##### **Maajiigin**

Children must be dropped off and picked up by a parent/guardian or an individual who is on the approved pick-up drop off list.

##### **Miikogin**

- 1) On school days, children will be dropped off by a bus from their school of attendance and will be greeted by a staff member at the door.

- 2) On school closure days (including summer programming), children will be checked in by a parent/guardian at the front desk.
- 3) Children must be picked up by a parent/guardian or an individual who is on the approved pick-up drop off list.

#### **4.8.2 Excused Absences:**

The following are examples that would be considered as excused absences. If your child is going to be absent for any reason given, we require families to inform their child's teachers or call the front desk.

- a) The child has a unforeseen illness.
- b) emergency health issues.
- c) A death in the family
- d) Scheduled family vacation
- e) Cultural events/activities
- f) Doctor Appointments
- g) Administrative Purposes (behavioral remedy or reprimands)

#### **4.8.3 Unexcused Absence Follow Up:**

When a child has an unexcused absence for 2 consecutive days and the family has not contacted the program, staff will attempt to contact the family to ensure the child's well-being. This will be documented.

- 1) If a child has an unexcused absence for 3 or more days, the teacher will submit an attendance concern documentation to the Family Engagement & Enrollment Coordinator and Center Manager
- 2) The Family Engagement Coordinator will contact the family regarding unexcused absences and document a plan for the child to return to child care .
- 3) If child care is no longer needed, documentation will be taken and an official notice of the child being withdrawn will be sent to the family.

#### **4.8.4 Excessive Absence Follow Up:**

When a child has been excessively absent for 10 days within a 30-day period, program staff will attempt to contact the family to discuss the child's attendance.

- 1) If the child returns on the next day after the discussion, their attendance will be monitored for another 30 days, and staff will continue to follow the excessive absence policy.
- 2) If a child does not return or the staff are unable to contact the parent/guardian, a letter will be mailed to the family stating a date to contact the program by or the child's slot will close.

#### **4.8.5 Late Arrival Policy:**

- 1) Arrival cut-off time is 9:00 am. Arrivals after breakfast disrupt the center routines and create stressful situations for the children and teachers. We do not accept arrivals after 9 a.m.
- 2) Exceptions may be made to accommodate doctor/dental and WIC appointments. Program staff must be notified in advance and a medical/WIC note must accompany a child arriving late to the program.
- 3) **Miikogin Center**
  - a. **School Year (after school hours)**

i. No late arrival cut off for children riding the bus.

b. **School Releases and Summer** – Drop-offs are to follow the Late Arrival Policy.

#### 4.8.6 Parent Responsibilities

- 1) Upon pick up and drop off, Parents/Guardians are required to sign their child in and out and must sign weekly attendance sheets verifying the hours are correct.
- 2) Any enrollment changes should be reported as soon as possible for billing purposes.

#### 4.8.7 Late Pick-up Policy:

- 1) Child pickup shall be no later than 4:45 pm. Staff are unable to provide child care beyond our scheduled time. Parent/Guardians must make prior arrangements if they're unable to make it by that time.
- 2) In the event of an emergency that prevents the parent/guardian from picking up a child on time, program staff should be notified as soon as possible.
- 3) If a child is not picked up on time, staff will reach out to emergency contacts on file. Parent/Guardians must ensure emergency contact information is updated at all times.
- 4) If a child is not picked up and emergency contacts are unavailable, the center is obligated to consider the child's safety, and the staff will notify Tribal Police.

**In the event where a child is not picked up by 4:45 pm the following will occur:**

- 1) First occurrence: A documented meeting between the parent/guardian and teacher will take place about the importance of arriving as scheduled and discuss any needs.
- 2) Second occurrence: A meeting between the parent/guardian, teacher, and Center Manager will take place discussing the needs and/or obstacles the family may be experiencing. A referral will be made to outside programs if needed by the family.
- 3) Third occurrence: A suspension of services until a meeting is held between the parent/guardian, teacher, Center Manager to discuss and implement a plan to prevent further occurrence.
- 4) If late pick up persists after following the steps above, or parent/guardians refuse to meet with center staff, termination of services may occur.

#### 4.8.8 Time at Service

A child enrolled in the program shall be in attendance for at least 90% of the scheduled operational time, unless allowable circumstances exist. These include:

**Note:** Miikogin Center time at service shall be at minimum one (1) hour for the afters-school services.

### 4.9 INDOOR/OUTDOOR PLAY POLICY

#### Policy

Understanding and building relationships within our place and our natural environment, is key to Ojibwe-Anishinaabe worldview. Time spent outdoors, especially in natural settings, has many benefits for both children and adults. Outdoor nature play helps the child develop in many areas of development; social/emotions, cognitive, language, mathematics, science, and physical. It also promotes positive health outcomes, as well as better mental health, lowering the impact of

stress, and increased resiliency. At our centers, children will have ample time to play and explore outside, while we build our understanding of our relationship to our natural world.

**Procedure****4.9.1 Outdoor Play**

- 1) Children enrolled in our centers will be outside throughout the day.
- 2) Teaching teams will incorporate our outdoor spaces into daily learning plans and will spend time outside engaging with the children.
- 3) Classroom staff will obtain permission from family members before applying sunscreen and bug spray on a child. Staff must apply sunscreen 15-30 minutes prior to going outside and every 2 hours that children continue to be in the sun.
- 4) Staff will check children for ticks when returning from outdoor play and during extended periods outdoors. If any ticks are found attached, staff will remove ticks with a tweezer, clean the spot and mark the area for observation. Staff will save attached ticks and inform the family of the incident.
- 5) Staff must bring the first aid bag and a charged 2-way radio.
- 6) Families will provide appropriate outdoor clothing for the children; the teaching team will communicate what type of clothing will be needed.
- 7) If a family encounters barriers to securing appropriate outdoor clothing, center staff will help identify solutions.
- 8) Teaching teams must bring weather appropriate outdoor clothing to work. The clothing must allow them to actively participate with the children outside.
- 9) All staff and children will wash hands after outdoor play.

**4.9.2 Extreme Weather**

- 1) Children will remain indoors only on days when the weather is unsafe to spend time outdoors.
- 2) We will utilize the National Weather Service Wind chill chart to determine when weather conditions make it unsafe to continue our regular outdoor schedule.
- 3) Outdoor play time will be enjoyed in shorter periods of time when combined temperature and wind chill is between 0°F and 15°F.
- 4) When combined temperature and wind chill is -10°F or below we will remain indoors.
- 5) Children and staff will dress appropriately in layers for the weather during winter months.
- 6) The rule of thumb we will use is to dress infants and toddlers in one more layer of clothing than adults are comfortable in.
- 7) When the heat index exceeds 90°F extended periods of outdoor play in dry, unshaded areas is not recommended.

**4.10 NUTRITION POLICY****Policy**

Our centers promote healthy lifestyles and serve food to help support the health and development of the children in our program. The Federal Program Standards and the Minnesota State Child and Adult Care Food Program (CACFP) mandates are followed.

**Procedure**

- 1) Provide two-thirds the daily nutritional needs including an afternoon snack.

- 2) Share nutritional information with our children and their families, helping to follow healthy food choices.
- 3) Serve fresh fruits and vegetables and non-processed foods.
- 4) An emphasis will be put on indigenous foods.
- 5) Food will not be used as a punishment or reward. All children are encouraged, but never forced to taste their food
- 6) Children's eating habits, such as schedules, amounts, and new foods will be shared with families on a regular basis.
- 7) Children receive food appropriate to their nutritional needs, developmental readiness and feeding skills.
- 8) The children are always encouraged to set the table and to serve themselves in a family-style setting, unless other guidance is given from CACFP or the CDC.
- 9) Staff will eat the same food as the children and converse with the children during the meal time.
- 10) Menus will be primarily written in Ojibwe and posted in the classroom.
- 11) Our centers are Peanut and Tree Nut free facilities.

Menus are planned with input from the Nutrition Coordinator, Cook, and Child Care Services staff. Families will have the opportunity to review the menu each year. The menu will reflect foods that are high in nutrients and low in fat, sugar and salt. Meals are served at:

**Maajiigin Center** – Breakfast 9:00 am | Lunch 11:30 am | Snack 2:30 pm

**Miikogin Center** – Breakfast 8:30 am | Lunch 12:00 pm | Snack 3:30 pm

**Notes:** *Miikogin will only be providing a snack during the school year with exception to full day services.*

The CACFP nutrition requirements for children vary with age. The ages of six weeks to 12 years old require different serving sizes and types of foods. Formula is provided for infants, along with baby food. All children will follow a meal pattern that is appropriate for their age and nutritional needs.

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.

## 4.11 MEALS AND FEEDING POLICY

### Policy

Staff will eat meals with the children. Families are encouraged to join their child during meals. Staff will ensure each child's health and safety during meals and feedings.

### Procedure

- 1) A written description of each child's feeding history and instructions will be obtained during the application process. The child's classroom teacher will review and follow the instructions or make recommendations to the parent/guardian.
- 2) Tables should be cleaned and sanitized before and after meals.
- 3) Staff and children must wash hands before and after meals. *See Hygiene Policy*
- 4) Staff will eat family-style meals with the children and engage in conversation and social interactions with the children.
- 5) No outside food or drinks are allowed in the classroom, with the exception of events, which will need the approval of the Center Manager prior to event.
- 6) Water in an enclosed (non-glass) bottle is okay if kept out of reach of children.
- 7) Children may eat outside at our centers, while keeping sanitation in mind.
- 8) Children are always seated to eat and never rushed.
- 9) As a program we will minimize the use of disposable plates, cups, or utensils.
- 10) Children will form a line or be called upon individually to serve themselves ♦

#### 4.11.1 Infants ·

- 1) Infants under age of 12 months will be fed formula or their mothers' breast milk.
- 2) All infants will be held when bottle fed.
- 3) All bottles will be labeled with the child's name, the date, and time it was made.
- 4) Bottles will only be given to the child whose name is on the label.
- 5) All infants will be fed on demand.
- 6) All bottles will be emptied and washed after each feeding.
- 7) Infants will be introduced to solid food when developmentally ready and not before 5 months of age.
- 8) A plan to introduce age-appropriate solid foods will be created by the child's classroom teacher and the child's parent/guardian.

#### 4.11.2 Breastfeeding ·

- 1) We encourage and support all breastfeeding mothers to continue breastfeeding.
- 2) Mothers can breastfeed their child openly at our program. However, our program also provides a clean, private area in our building with comfortable furniture for mothers to use to breastfeed their child. This area has an electric outlet available to use a breast pump. Any employees who are breastfeeding may also use this area.
- 3) Infant formula will not be fed to a breastfed infant without the guardians' written permission.
- 4) All stored breast milk shall have child's full name, date and time milk was expressed.
- 5) All breast milk (if not frozen) will be refrigerated until immediately before use.
- 6) Frozen breast milk will be thawed under cold running water or in the refrigerator.
- 7) Any unused expressed breast milk will be discarded after 48 hours if refrigerated, or after 2 weeks if frozen.

**4.11.3 Formula** 

- 1) Formula will come to the facility in a factory-sealed container
- 2) Formula is prepared and stored by the instructions on the formula container.
- 3) No food will be mixed in the bottles unless the child's doctor provides written documentation.

**4.12 DENTAL POLICY****Policy**

The Leech Lake Child Care Services program is concerned with the general health of all of the children. The Dental Policy is to help educate children and start healthy habits regarding their dental care.

**Procedure**

- 1) Our classrooms use the Creative Curriculum for dental education/hygiene.
- 2) Classroom instruction on proper dental hygiene and tooth brushing will begin from the first day of enrollment and be ongoing throughout the year.
- 3) Classroom children will brush at least 1 time either after breakfast or lunch.
- 4) Each child will be provided with their own toothbrush that will be stored in a holder to protect it from germs.
- 5) Children brush while sitting at a table with a cup and napkins as teachers role model the proper way to brush.
- 6) A pea-sized amount of fluoride toothpaste approved by the American Dental Association.
- 7) Children's toothbrushes will be replaced when the bristles become bent or after illness, with a minimum of three times a year and as needed.

**4.13 NAP AND REST POLICY** 

Children need sleep for their health and growth, our program provides consistent, safe and comfortable opportunities for rest.

**Procedure**

- 1) Toddlers will be provided with individual cots for rest time.
- 2) Each child may bring a blanket from home for rest time.
  - a. No more than 2 blankets per child
- 3) All sleep equipment will be labeled with the child's name, until it can be cleaned for another child's use.
- 4) All sleep equipment will be sanitized daily.
- 5) Children will be placed to sleep 3 feet apart with children laying head to foot placement to prevent the spread of germs.
- 6) Staff will check on each child frequently to ensure they rest comfortably.
- 7) There will be sufficient lighting to ensure that children can be seen by the staff.
- 8) From time to time, while at infants and toddlers may have nap/rest time outside, with the following guidelines to be followed:
  - a. Weather must allow for safe sleeping.
  - b. The temperature outside must allow a child body temperature to remain at a regular temperature of around 97.4 degrees Fahrenheit.

- c. Children must be laid on a blanket on the ground.
- d. For infants, nothing should accompany the child while sleeping, with the exception of a pacifier or a swaddle blanket.

**Additional *infant* procedures:** ●

- 1) Sheets must be used in a crib.
  - a. Infants will always be placed on their backs for sleeping.
  - b. Infants will be allowed to nap as needed.
  - c. With parental consent children may rest in a wewebizon, an Ojibwe infant swing.
- 1) Staff will have training on safety precautions and how to use an infant swing.
  - a. Staff will stay close by and must be able to hear and see the child.
  - b. Swings will only be hung in the child's crib.
  - c. Children will be swaddled when using the infant swing.
- 2. To prevent injuries, children will only use the swings until they are able to sit up on their own.
  - a. With parent consent, children may be swaddled when put to sleep. Swaddling will not be used as a means of restraint. If a child shows distress while swaddled, the staff must immediately un-swaddle the child.
  - b. With parent consent a child may be placed in a cradle board while sleeping. These guidelines will be followed:
    - i. Staff will have training on safety precautions and how to use a cradleboard.
    - ii. Staff will stay close by and must be able to hear and see the child.
    - iii. If not held, the cradleboard will be secured in a way that it will not tip over.
    - iv. Families and Maajiigin staff will work together to identify an appropriate time to discontinue use of a cradleboard.
    - v. If a child is distressed while in a cradleboard, they will immediately be taken out.

To reduce the risk of Sudden Unexpected Infant Death Syndrome (SUIDS), nothing may accompany the child in the sleeping equipment, with the exception of a swaddle blanket or a pacifier.

**Additional *toddler* procedures:** ●

Nap time will run for approximately 2 hours following lunch.  
Children who wake up early will be given a quiet activity. Children will not be required to go back to sleep.  
Staff will assist in helping the children go to sleep.

**NOTE:** School Age (Miikogin) children are not subject to the nap and rest policy.

#### 4.14 CHILDREN ELECTRONIC USAGE POLICY ♦

##### **Personal Cellular, Smart Phones, Tablet Policy**

- 1) No cellphones are permitted in the classrooms or community areas where activities take place.
- 2) Communication to and from parents shall be conducted through the front-office.
- 3) Child may request to contact parent when necessary;
- 4) Staff will determine and approve phone use on a case-by-case basis.
  - a. Approved rationales:
  - b. Medical emergency
  - c. Sickness
- 5) No personal electronic devices in the classrooms.
- 6) Personal devices shall be left in locker or with staff
- 7) No use of device while at center

##### **Television, Computer, Tablet Policy**

- 1) Children shall not at any time have control of the television, computer, tablets and any of its contents without supervisor of a staff.
- 2) Media content shall be suitable for appropriate age group and no higher than 12+
- 3) Content shall be educational, cultural, or instructional purposes only otherwise approved by center manager.

**Note:** *Maajiigin children will not be utilizing electronics.*

## 5 HEALTH AND SAFETY

---

### 5.1 HEALTH AND EMERGENCIES POLICIES

#### Policy

All efforts will be made to create a safe, engaged learning environment for each child. Staff will be trained in first aid and CPR to prepare for health emergencies or injuries that may arise. In the event a child becomes seriously ill or sustains an injury requiring medical attention, parents/guardians will be notified immediately. All instances will be documented.

#### Procedure

- 1) All staff will be trained in First Aid/CPR.
- 2) First aid and family contact information will be stocked and readily available.
- 3) Staff will bring first aid bags along to each learning environment.
- 4) First aid bags will be restocked whenever items are used and checked weekly to restock.
- 5) Emergency phone numbers shall be posted in each classroom. This shall include the local fire department, police department, emergency transportation, child protection services, and poison control center.
- 6) All children will have updated contact information and authorization for emergency care on file and readily available. The contact information will include:
  - a. Parents/Legal Guardian phone numbers and address: Home, Work, and School
  - b. Two emergency contact persons for each child
  - c. Parents preferred hospital
  - d. Child's physician
  - e. Child's dentist
- 7) When an injury occurs at the center, the staff will attend to and comfort the injured child and apply first aid care if necessary.
- 8) Each child's file must contain an authorization form signed by the parent/guardian allowing staff to transport children in case of an emergency.
- 9) Classroom staff will immediately notify parents by phone or in person in the event of an emergency involving their child. If the parent/legal guardian cannot be reached, an alternate emergency contact person will be notified. Continuous attempts will be made to contact the parents in emergencies where children are transported off-site.
- 10) An incident/accident report will be completed any time an injury or health emergency occurs. This report will be given to the parents/guardians, and a copy will be kept in the child's file.
- 11) Staff will determine cause of injury and adjust procedures to prevent injuries in the future.
- 12) If a child becomes seriously injured while at the center, the Center Manager will be notified. to review documentation and determine if additional safety measures are needed.
- 13) The Center Manager will be responsible for notifying the Leech Lake Child Care Services Program Manager before the close of business. Seriously injured is defined as any injury that requires medical attention.

## 5.2 MEDICATION ADMINISTRATION POLICY

### Policy

All medication will be labeled and only be administered with written authorization from the parent/guardian. A record of each medicine administration will be kept. All medication will be locked and kept out of reach of children.

### Procedure

- 1) Staff and children will wash hands before and after administering medication.
- 2) All medication will be stored as directed, labeled, and locked up. This includes medication for children and staff.
- 3) Written permission will be obtained from the child's parent/legal guardian prior to administering medication.
- 4) All prescription medication must be in the original container and labeled by a pharmacist. The Label must include:
- 5) Child's name
- 6) Name of medication
- 7) Date of prescription
- 8) Name of physician
- 9) Expiration date
- 10) Directions for administration, storage, and disposal
- 11) All over-the-counter medication, diaper products, sunscreen lotions, and insect repellents must be administered according to the manufacturer's instructions, unless different instructions are provided by a licensed physician. Each container should be labeled with the child's name and only used on that child.
- 12) Sunscreen lotion, diapering products and insect repellents supplied by the program may be used on more than one child.
- 13) All medication administered will be recorded with the following information and kept in the child's file.
- 14) The child's name
- 15) The name of the medication
- 16) Date and time given
- 17) Dosage given
- 18) Signature of the person who administered the medication
- 19) Any unused medication will be returned to the child's parent or destroyed.

### 5.3 HAND HYGIENE POLICY

#### Policy

To reduce the risk of illness children and adults will wash their hands when hands become soiled and at designated times throughout the day.

#### Procedure

- 1) Hand washing procedure :
  - a. All parts of hands will be washed for a minimum of 20 seconds with soap and water.
  - b. Hands will be rinsed with water.
  - c. Paper towels will be used to dry hands and turn off faucet handles.
  - d. Paper towels will only be used once.
  - e. Staff will monitor hand washing and assist children who need assistance.
  - f. Water accessible to children must not have a temperature that exceeds 120 degrees Fahrenheit.
  - g. Children will be assisted in washing their hands as needed.
- 2) All staff, volunteers, and children will wash their hands:
  - a. When they arrive
  - b. Before and after eating
  - c. Before and after giving medication
  - d. After outdoor play
  - e. After diapering, toileting, cleaning, and the handling of body fluids (even if gloves are used)
  - f. After handling animals, animal waste, or animal cages
  - g. After cleaning or handling garbage
  - h. As needed
- 3) Hand Sanitizers will only be used if running water is not available.
  - a. Children must be older than 24 months.
  - b. Hands must not be visibly soiled.
  - c. A staff member must supervise the child to ensure it is used as directed on the manufacturer's label.

## 5.4 CHILD ILLNESS POLICY

### Policy

To limit the spread of illness we partner with families to observe and share information about any potential illnesses that a child has or that our program encounters. Children are required to stay home when they are ill. Illness includes any ailment that prevents a child from comfortably participating in regular activities or symptoms that may be contagious to other children.

### Procedure

- 1) Staff are expected to tell their immediate supervisor of any symptoms or illness they experience themselves.
- 2) Families should keep children at home if they are sick enough that they are unable to participate in regular activities and/or if they might be contagious.
- 3) Daily health checks will be completed and documented by the classroom teacher upon arrival. The teacher will determine whether those who are ill or injured can or cannot have their needs and those of the other children met, and if the child can participate in the program that day. The daily health check shall include:
  - a. A friendly greeting
  - b. Asking the parent/guardian about the child's and family's wellbeing since the child was last at the program.
  - c. Observing the child for signs of obvious illness.
- 4) The staff will take into consideration the following conditions when determining if a child is ill:
  - a. Can the child participate in the program activities with reasonable comfort?
  - b. Does the child compromise the health and safety of the other children at the program?
- 5) If a child becomes ill while at the center, the following must take place:
  - a. The child will be removed from direct contact with others
  - b. The child will be kept comfortable
  - c. The symptoms will be observed and documented
  - d. Parents/guardians will be contacted and asked to pick up their child
  - e. If it is an emergency 911 will be called
- 6) A child must be symptom free at least 24 hours before they may return the following symptoms:
  - a. Temperature of over 100 degrees Fahrenheit
  - b. Nausea/vomiting
  - c. More than three abnormal bowel movements (diarrhea)
  - d. Impetigo
- 7) The following are subject to short term exclusion from the program, and a written physician statement must accompany the child when returning:
  - a. Chicken Pox
  - b. Strep Infections
  - c. Parasites
  - d. Conjunctivitis
  - e. Rash of unknown origin
  - f. Ringworm

- g. Scabies
  - h. Influenza
  - i. Significant respiratory distress
  - j. Unexplained lethargy
- 8) If a child becomes sick with a communicable disease the parent/guardian must notify the program within 24 hours to allow staff to notify families at the program. Parents will be given a list of communicable diseases at the time of enrollment.
- 9) The teaching staff will notify the Center Manager and parents/guardians the same day of a positive diagnosis of a communicable disease.

## 5.5 BITING POLICY •

### Policy

One of our primary responsibilities is to ensure the safety of all individuals in our center. Biting is quite common in early childhood and typically stops by age three. Staff will quickly identify any patterns and work diligently to prevent occurrences. There are many reasons children bite. Some reasons may include: 1) Experimenting; 2) Becoming independent; 3) Lack of language skills; 4) Learning how to play with other children; 5) Teething discomfort; 6) Using muscles in new ways; 7) Frustrated, threatened, overwhelmed, or confused

### Procedure

- 1) Staff will work to prevent biting before it happens by:
  - a. Partnering with families
  - b. Interacting with the child through play and conversation
  - c. Responding each child's needs
  - d. Having clear consistent rules
  - e. Modeling appropriate behaviors
  - f. Planning ahead
- 2) If a child bites, the staff will:
  - a. Immediately intervene
  - b. Attend to the child who was bitten, comfort the child, wash the bite, and apply a band aid if the skin was broken.
  - c. Move other children away from the situation if necessary. They will use short phrases to the child who bit using phrases such as, "Biting hurts" and "You hurt him/her; she is crying." Or "Gigii-wiisagamaa." "Mawi." "Gigii-moo'aa."
  - d. Contact the parents of both children to inform them of what happened.
  - e. Complete an incident/accident form for both children involved.
  - f. Ask the family if behaviors similar to the incident happen at home, how they are managed, if there are any possible disruptive factors in the child's life.
  - g. Discuss with family about adjustments that will be made to reduce behaviors.
- 3) If biting continues, or by family/teacher request, a behavior meeting will be scheduled.
  - a. The meeting will include, but is not limited to, the family, the teachers, and the Center Manager. The family must be present for this meeting.

- b. Together they will discuss the behaviors and additional ways to address them. The expectations for the child, family, and teachers will also be discussed.
- c. If needed, referrals will be made to appropriate agencies to provide additional support to the child, family, and staff.
- d. The meeting will be documented, and a copy placed in the child's file.

**Note:** See *Miikogin Behavior Policy*

## 5.6 HEAD LICE POLICY

### Policy

It is the Leech Lake Child Care Services position that the management of pediculosis (Head Lice) should not disrupt a child's engagement of their care and learning. It is also recognized that head lice infestations do not pose a health hazard, are not a sign of uncleanliness and are not responsible for the spread of any disease. However, head lice can be a nuisance to get rid of and can cause hardship for other families should head lice spread to other children.

### Procedure

- 1) Head checks will be performed only when classroom staff suspects a child has head lice.
- 2) Children found with "nits" (dead lice) will be allowed to remain in service and parents will be informed when the child is picked up.
- 3) If a child is discovered to have "live" head lice, parents will be notified to come pick up their child to be treated at home. Families will be provided with an information handout, lice shampoo, and a lice comb if needed.
- 4) A child may return once treated. Upon return, the child will be checked for live lice. Parents will be required to stay at the program until the head check is completed.
- 5) An incident report will be completed.

## 5.7 DIAPERING AND TOILETING POLICY •

### Policy

Families and staff will work together to help the child independently use the bathroom. All children are different when learning to use the toilet. Typically, children begin using the toilet between the ages of 18 months and 3 years old.

### Procedure

- 1) Children and staff will wash their hands after diapering and toileting.
- 2) No other activities other than washing hands, diapering, and toileting are permitted in the toileting areas.
- 3) Children will always be supervised while in the bathroom.
- 4) Bathrooms will be checked after each use to ensure they are kept visibly clean.
- 5) Maintenance staff will clean and disinfect bathroom areas daily. Classroom staff will clean and disinfect when visibly soiled. Gloves will be worn while cleaning.

#### 5.7.1 Diapering

- 1) Staff will regularly check a child's diaper to determine if they need to be changed.
- 2) Diapers and clothing will be changed when wet or soiled. Soiled clothing will be placed in a plastic bag and stored out of the reach of children.
- 3) Children will only be changed in the changing area.
- 4) Staff must remain within reaching distance when children are being changed.
- 5) A diapering procedure poster will be posted in all changing areas.
- 6) If families choose cloth diapers, classroom staff will work together with each family to create a plan.

#### 5.7.2 Toileting

- 1) Staff and parents/guardians will work together to recognize the following signs that a child is ready to use the toilet.
  - a. Shows interest in the toilet
  - b. Has a dry diaper for several hours in a row
  - c. Has balance when sitting on the toilet
  - d. Can follow simple one or two step directions
  - e. Communicates that they need to use the toilet
- 2) Staff and families will discuss and document a plan on how to help the child learn to use the toilet
- 3) The plan will be followed at the program

## 5.8 PROHIBITED ACTION POLICY

### Policy

Staff will use positive behavior guidance techniques with each child. Prohibited actions will not be allowed.

### Procedure

**The following are prohibited actions:**

- 1) Corporal punishment and emotional abuse: No child will be subject to corporal punishment or emotional abuse.
  - a. "Corporal punishment" is defined as non-accidental infliction of physical pain on a child by a caregiver. Corporal punishment includes but is not limited to; rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, and spanking.
  - b. "Emotional abuse" is defined as the infliction of verbal or psychological abuse on a child by a caregiver. Emotional abuse includes, but is not limited to, name calling, ostracism, humiliation, or frightening the child.
- 2) Food, light, warmth, clothing, and medical care will not be withheld from any child.
- 3) Discipline will not be delegated to another child.
- 4) Children will not be separated from a group except as noted in the behavior policy.
  - a. An infant will not be separated from the group for disciplinary reasons.
  - b. If a child is separated from the group, they must be in an area or separate room that is well-lit, free from hazards, ventilated, and with a caregiver.
- 5) No child shall be punished for toileting accidents.
- 6) No child will be physically restrained by bonds, ties, or straps for disciplinary purposes.
  - a. If a child must be restrained for medical reasons, that restraint will only occur according to the written instruction of the child's physician and/or practitioner and the parent's permission.

## 5.9 MISSING CHILD POLICY

### Policy

Classroom staff will actively supervise children at all times. If a child becomes missing, staff will act quickly to recover the lost child as soon as possible.

### Procedure

- 1) Supervision: Preventing Missing Children
  - a. Classroom staff will regularly count the children throughout the day, especially at transitions.
  - b. Classroom staff must ensure all children are supervised by line of sight and hearing. Line of sight means the ability to see a child with no more than a turn or tilt of the head.
  - c. Classroom staff will be alert and attentive to children.
  - d. Cell phones will not be used for personal use while supervising children.
- 2) Missing Child
  - a. Classroom staff will notify the Center Manager who will notify the Program Manager immediately.
  - b. Classroom staff will confirm attendance by checking attendance sheets. Center Manager will review the front desk sign out sheet.
  - c. The Center Manager will immediately notify the Program Manager and will initiate a lockdown, where no one will be able to enter or leave the building.
  - d. All available staff shall assist in the search.
  - e. If the child is not found, following a search of the entire building and grounds, the Child Care Service Program Manager will call 911.
  - f. The Center Manager will notify the family and give a copy of the documented report to the Program Manager.

## 5.10 PET AND ANIMALS POLICY

### Policy

It is the intent of the Leech Lake Child Care Services to provide a healthy learning environment for all children. We recognize that animals are an important part of a child's learning experience, and they have beneficial and therapeutic effects for some children including acceptance, bonding, caring and teaching of responsibility. However, for children with asthma, animals can trigger a respiratory reaction that in some cases can be severe. Other potential consequences include allergic reaction, scratches and bites, infections and infestations.

### Procedure

In an effort to provide a safe environment for all children, the following will apply: (This does not apply to service animals)

- 1) The most effective method of controlling child exposure to animal allergens is to the classrooms free of feathered or furred animals.
- 2) Before any animal (mammals, birds, reptiles, fish and insects) is allowed in the classroom, permission must be obtained by the Program Manager.
- 3) No animals, for which vaccine is recommended, will be allowed on the premises without proof of current rabies vaccination. Children will not be permitted to handle wild animals.
- 4) All animals must be restrained and preferably caged. Keeping animals in classrooms as pets is discouraged. (Fish in tanks may be an exception if there is an appropriate plan for their care).
- 5) Animals should be kept away from upholstered furniture, carpets and stuffed toys.
- 6) If a stray or wild animal appears on the premises, children should be kept away from the area until the animal leaves the area or is removed by a local animal control officer, game warden or other appropriate official.
- 7) If a child is bitten or injured by an animal on the premises, the Center Manager will notify the Program Manager and parent/guardian on the day the injury occurs. A report must be made as applicable to the Leech Lake Health Department. The Lead Teacher shall take responsible steps to confine the animal as safely as possible.
- 8) Reptiles are a source of salmonella and hand washing after exposure is stressed.
- 9) Parents will be notified prior to admission of the presences of pets in the facility.
- 10) Children may not handle animals without supervision.
- 11) Pet cages must be located and cleaned away from food preparation, storage or serving areas.
- 12) Play areas must be free of animal excrement not confined to pet cages.

## 5.11 SECURITY POLICY

### Policy

Our families are welcome and encouraged to visit the centers. At the same time, we will take steps to create a secure environment for the safety of all of us. All individuals entering the facilities will be positively identified by front desk staff and will be required to sign in and out. No unauthorized person may pick up children.

### Procedures

#### 1) Background Screening for all Workers

- a. All staff members, employed or volunteer, will receive background screenings that include criminal record checks, founded reports of child abuse and neglect and credential checks before they are allowed on the premises when children are present.

#### 2) Preventing Access of Threatening Individuals

- a. All building entrances are observed by a staff member and locked from the outside. The doors are able to be opened easily from the inside by adults. The front desk staff or designee will be the only one authorized to operate and monitor building entrances.
- b. To enter the building, families and visitors will buzz the doorbell and staff will identify the individual through camera. If staff are unable to recognize the individual, they will ask for their name and the reason for their visit.

#### 3) Sign In/ Sign Out

- a. Without exception, everyone who enters and exits the facility must use the sign in/sign out procedure.
- b. Staff will ensure that all individuals entering and exiting the building have signed in and out.
- c. The sign in/sign out will consist of the individual's name, the time in and out, destination, and reason.

#### 4) Picking up a Child

- a. Individuals authorized to pick up a child from the program will be listed with their full name in the child's file.
- b. No child will be released to anyone who is not positively identified by the staff member. Until the person is known to be an authorized pick up, the staff member will verify the individual by asking to see their ID.
- c. Custody issues or court orders will be copied and placed in the child's file. All staff caring for the child will be informed and honor the document.
- d. In extenuating circumstances when an authorized person cannot pick up a child, another individual may pick up the child from our program if that person is authorized to do so by the parent or legal guardian. Authorization is considered through authenticated communication such as a note or phone call giving consent and specific identifying information about the individual who they are authorizing to pick up their child.
- e. If an unauthorized individual arrives to pick up a child, the parent or legal guardian will be contacted immediately. If the information provided by the parent or legal guardian does not match the information and identification of the unauthorized individual, the child will not be permitted to leave the program. If it is determined that the parent or legal guardian does not authorize this individual to pick up their child, information about the individual will be documented and the individual will be asked to leave. If the individual does not leave and the behavior is concerning to the staff member or if the child is taken by force the police will be contacted immediately.

- f. If a parent or guardian arrives who is intoxicated or otherwise incapable of bringing the child home safely, or a noncustodial parent attempts to pick up the child without consent, they will not be allowed to take the child, and a staff member will call the police to handle the situation

## 5.12 FIELD TRIPS POLICY "

### Policy

Field Trips guidance is as follows:

- 1) In order to adhere to the field trip budget, educational and free activities should be used whenever possible, such as: libraries or parks. Best practice requires teachers to interact with children at all times.
- 2) If there is room on the bus, only a Parent/Guardian may ride the bus with their child. This will be on a first come first served basis; however, requested chaperones will take priority
- 3) If a parent/guardian transports their child to the fieldtrip, they are responsible for their child during fieldtrip and their return transportation.
- 4) A parent must sign out their child if they will take them from the field trip location.
- 5) Children who are deemed needing a chaperone to attend must have prior documentation that provide evidence/observations why chaperone is necessary for the child's safety
  - a. Chaperone must provide oversight, monitoring, and supervision over said child. Teachers can help provide support but ultimate responsibility of the child will be on the chaperone.
- 6) No field trips to private homes; due to liability issues
- 7) All participating adults will be required to have a background check completed prior to the field trip.
- 8) Safety procedures in case of accident, irate parents, danger erupts at the activity, etc. – bus doors will be closed, teachers will gather children, bus doors will be closed, and return to the center. Law enforcement will be called if warranted.
- 9) Staff will contact parents if late/early return to center

### 5.13 TRANSPORTATION POLICY "

#### Policy

Transportation from to and from a location not related to the Miikogin Center shall be conducted based on the following guidance

#### Field Trip Procedure

- 1) Only Child Care Services, LLBO Fleet, or Early Childhood Development vehicles shall be used to transport children;
- 2) If provided, children must use safety devices designed for appropriate ages;
- 3) The following items shall be present on each trip:
  - a. Roster
  - b. First Aid backpacks
  - c. Emergency Contact List
  - d. Radios
  - e. Schedule, agenda, and other pertinent information regarding purpose of travel

### 5.14 CULTURE OF SAFETY

#### Policy

CCS staff practice a culture of safety while engaged in child care activities. Staff are required to monitor, maintain safety practices, and prevent/reduce injuries where possible.

#### Procedure

- 1) Perform headcounts consistently;
  - a. Entry/Exits
  - b. Within classrooms
  - c. In transitions from one area to another
  - d. Regularly indicate total count on designated visible signage intermittently
- 2) Practice zoning in all areas;
  - a. Staff will distance themselves appropriately to ensure all children are covered;
  - b. Staff will not congregate in a manner where children safety may be of concern;
- 3) Communicate current status consistently.
  - a. Staff will communicate via radio to inform status regarding the following actions:
    - i. Transition from one area to another
    - ii. Headcounts
    - iii. Status of child
    - iv. Emergencies

## 5.15 GUIDING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT POLICY

### Policy

We will use positive approaches to promote healthy social/emotional development and guide behavior for every child. As our children are learning and developing, every child may demonstrate ordinary challenging behaviors, such as hitting and biting, especially in young children. While these behaviors are often frustrating to adults, they are typical of certain stages of development. Staff work closely together and with the parents/guardians/families when challenging behaviors arise to develop a plan to provide proper support and guidance so that children learn more appropriate methods of meeting their needs as they grow.

### Procedure

Some challenging behavior is developmentally appropriate for children to display as they learn to manage strong emotions.

- 1) Classroom teams will build positive relationships with each child to support appropriate behaviors.
  - a. Teachers will support each child's social and emotional development by interacting with children through play and conversation, and by responding to each child's needs.
  - b. Staff will help children learn to have positive interactions and engagement with others while at the program.
  - c. Appropriate behavior will be encouraged and modeled by adults.
- 2) Learning will be carefully tailored in an ongoing way to reflect the interests and developmental level of each child.
  - a. Desired behavior will be encouraged by providing materials that are engaging and interesting to the children.
  - b. The environment will be set up to promote social/emotional development.
  - c. Clear, consistent expectations will be established in the learning environments.
- 3) To support appropriate behaviors in the learning environment, staff will work alongside families to use similar behavior management techniques at home and at each center.
  - a. Staff and families will establish and use predictable routines.
  - b. When children express heightened emotions, we will remain calm.
  - c. When challenges arise, staff will communicate with families. They will identify if similar behaviors occur at home and how they are managed. Staff and families will strategize solutions together.
  - d. Staff will plan ahead to prevent potential problems.
  - e. Approaches to children will be individualized to meet the needs and temperament of each child and take developmental level into consideration.
  - f. Staff will redirect children to other activities as needed.
  - g. Children will be involved in problem solving to help develop self-regulation.
  - h. Adults will acknowledge each child's effort by offering encouragement throughout the day.
  - i. Approaches such as distraction, redirection, role modeling, natural consequences and "taking time" to stay calm or regain composure may be used.
- 4) When conflict arises between children, staff will utilize the following steps:
  - a. Calmly approach children and stop any hurtful actions; use a calm voice and gentle touch; not taking sides.
  - b. Acknowledge each child's feelings. Say something simple such as "You look really upset;"
  - c. If the conflict is over an object, the adult will hold the item in question and gather information.

- d. If children are able to communicate, listen and restate the problem: “So the problem is...” Use and extend the children’s vocabulary. If they are not yet talking, model a problem state, “It seems like the problem is...”
  - e. Ask for solutions and choose one together. Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.
  - f. Be prepared to give follow-up support. Acknowledge children’s accomplishments, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution, and the process needs repeating.
- 5) While many challenging behaviors occur during the course of typical child development, some children may experience a higher than usual level of intensity and/or frequency of particular behaviors. When this occurs, the learning team will strategize a plan of action to address the increased challenges. Regular communication with families will occur.
  - a. Incidents of challenging behavior will be documented on appropriate forms and signed by the staff and parents/legal guardian. Center Manager will review documented paperwork, and paperwork will be placed in child’s file.
  - b. Behaviors that cause harm to others are not tolerated and will be addressed.
  - c. If an incident occurs involving other children, incidents and any injuries will be documented and shared with each family. Although children may say who was involved, the names of the other children involved in the incident will never be identified by the staff to the other family.
  - d. Staff and families will identify if there are similar incidents at home and discuss how they are managed. It will also be important to identify if there are any possible disruptive factors in the child’s life: parental stress, changes in household, illness, etc.
  - e. Parents/guardians and staff will discuss adjustments that will be made (environment, schedules, and/or routines) to reduce the incidents.
- 6) If extreme behaviors persist, or by family or teacher request, a behavior meeting will be scheduled. The goal of these meetings is to further strategize and correct any problems in routines, environment, or relationships that may be preventing a child from successfully engaging in the environment.
  - a. The meeting will include, but is not limited to, the parents/guardian/family, the teachers, and the center coordinator. A parent or guardian must be present for this meeting to take place.
  - b. Together they will discuss the challenging behaviors and additional ways to address them. Expectations for the child, parent, and teachers will also be discussed.
  - c. Referrals will be made, by the Center Manager, to appropriate agencies to provide additional support for the child, parents/guardians, and staff as needed.
  - d. This meeting will be documented and a copy placed in the child’s file.

## 5.16 BEHAVIORAL POLICY

The purpose of this policy is to address behavior constructively, support the child’s development, keep the child in the program, and ensure safety for both staff and children at the center.

### 5.16.1 Pre-Disciplinary Actions

The following steps shall be followed unless specific incidents require immediate formal disciplinary action:

- 1) Staff will verbally remind and redirect by calmly explaining acceptable behaviors and remind the child of unacceptable behaviors, specifically as it pertains to the incident as well as offer positive alternatives. Allow for

reflection time or cool-down period with staff to think about their behaviors and other choices that may be more positive.

- 2) Staff will communicate with parents/guardians on the same day of the incident using appropriate forms. If behavior persists, staff and parents will create a plan that includes clear expectations, strategies, and regular monitoring.

#### **5.16.2 Deescalation**

- 1) When unacceptable behaviors occur, staff will utilize deescalation strategies they have learned through Crisis Prevention Institute (CPI) training.

#### **5.16.3 Formal Disciplinary Procedures**

##### **1) First, Second and Third Incidents**

- a. Behavioral Report will be completed; Parents/guardian will be notified and given a copy of the form.
- b. A team meeting with staff and center manager will be held to discuss strategies to mitigate behaviors.
- c. Behavioral Reports, a formal meeting with parents/guardians to discuss different supports to prevent unacceptable behaviors.
- d. Suspension
  - i. Current-Day Suspension – If a child displays behaviors that are consistently exhibit unacceptable behaviors, before or after a plan is in place, with safety and well-being as factors, the classroom teachers will make the decision as to when the child is sent home; Parents must attend a meeting with center staff before their child can reenter services.

##### **2) Fourth Incident**

- a. Removal from Services
  - i. If a child displays behaviors that are consistently exhibiting unacceptable behaviors, after the completion of suspension and after a plan was in place; any violation within the unacceptable behaviors thereafter will result in removal from services provided by the Leech Lake Child Care services as determined by Early Childhood Director and Child Care Services Program Manager.
- b. Removal Procedures
  - i. Center Manager – provides written recommendation and documentation that supports removal from the program to the Program Manager;
  - ii. Program Manager/Program Director – Review recommendations with Program Director and provide one of the following decisions: Approved, Denied, or Denied pending further information.
    1. Approved
      - a. Center Manager will inform parents/guardians and Enrollment Coordinator with a notice of removal recommendation;
      - b. The Enrollment Coordinator will send an official letter to the parents/guardians to notify the child's removal from the program.
      - c. Team leads are notified.
    2. Denied

- a. Program Manager will provide explanation of denial to Center Manager;
- b. Center Manager will inform Team Lead of results and subsequent actions;
- c. Team Lead will communicate with parents/guardians to discuss follow-up actions to prevent potential removal.

3. Denied Pending Further Information

- a. Program Manager will provide explanation and requested items to the Center Manager;
- b. Center Manager will gather all requested items and resubmit to the Program Manager to continue the removal review process.

#### **5.16.4 Active Duration of Disciplinary Record**

Progressive disciplinary records shall be considered only within the one year, September-August. All children's progressive disciplinary records shall restart at the beginning of the following year.

#### **5.16.5 Unacceptable Behaviors**

- 1) Repeated Disruptive Behaviors - Consistently interrupting activities, refusing to follow instructions, or preventing others from participating.
- 2) Aggressive Physical Behaviors - Hitting, kicking, pushing, or other physical harm towards peers or staff.
- 3) Verbal Harassment or Bullying - Name-calling, threats, intimidation, or ongoing teasing that causes emotional distress.
- 4) Property Damage - Deliberately destroying program property or shared-use properties.
- 5) Defiance Towards Staff - Persistent refusal to comply with reasonable requests or safety rules.
- 6) Unsafe Actions - Running away from supervised areas, misusing equipment in a dangerous way, or ignoring safety instructions.
- 7) Inappropriate Language or Gestures - Using offensive, obscene, or discriminatory remarks towards staff or other children.
- 8) Repeated Violation of Program Rules - Ignoring established rules despite multiple reminders and prior consequences.

#### **5.16.6 Zero- Tolerance Policy**

The following actions will result in immediate removal from the Child Care Services program:

- 1) Serious Physical Harm - Intentionally causing severe injury to another child or staff.
- 2) Possession or Use of Weapons - Bringing or using any items intended to cause harm.
- 3) Possession, Use, or Distribution of an Illegal Substance. - Alcohol, Drugs, tobacco cigarettes, or any other illegal substances not authorized to be used by children.
- 4) Sexual Misconduct - Sexual contact, harassment, or exhibition of behaviors that are harmful or inappropriate for other children and staff at the center.
- 5) Extreme Property Damage - Deliberate destruction of property that causes major safety hazards or significant financial loss.
- 6) Threats of Serious Violence - Credible verbal or written warning to harm others at the center.
- 7) Arson or Attempted Arson - Setting or attempting to set the center property on fire

## 5.17 SEVERE WEATHER & EMERGENCIES

### 5.17.1 Severe Weather Policy

#### Policy

From time to time, weather may impact our ability to maintain our regular schedule. In those cases, our center staff will adapt appropriately to the weather conditions to maintain as safe an environment as possible.

#### Procedure

##### 1) Blizzard

- a. The Leech Lake Band of Ojibwe will decide if there will be an early release due to a winter weather advisory.
- b. In the event of an early release, the Program Manager will inform staff of the closure of the center.
- c. Staff will contact families to inform them of the closure and to pick up their child. Staff and children shall remain inside and continue with regular programming until picked up by a parent/guardian.

##### 2) Tornado

- a. Tornado Drills will be done monthly during tornado season, April to September. and Center Managers will schedule all drills. All staff will be notified of the drills in advance. No unannounced drills will occur.
- b. Staff will be notified of a tornado by intercom and by two-way radio.
- c. When staff and children are outside, they must immediately seek shelter indoors at the closest shelter area. Count children. Check the area quickly but thoroughly.
- d. When staff and children are indoors:
- e. A Shelter and Evacuation Plan will be posted at each site.
- f. Staff will count and gather children and immediately go to designated tornado shelter using the route specified on their emergency drill poster.
- g. Children will stay together and low to the ground. All staff, including administrative staff, will shelter with the children.
- h. Once at the tornado shelter staff will count the children again and encourage the children to sit in the tornado safety position: sitting or kneeling facing the wall, with hands over the back of their heads and neck and tucked into a ball. For infants, staff will place the infants as low to the floor as possible, such as holding and covering the infant with their body.
- i. Staff and children shall remain in this position until they hear the “all clear” over their radios.
- j. The Center Manager will be notified if anyone is missing.

##### 3) Reunification

- a. Classroom staff will notify parents of the incident and request them to pick up their children.
- b. Damage will be assessed by maintenance.

### 5.17.2 Cold Weather Guide

- 1) All children benefit from the fresh air and sunshine they get during daily outdoor play. During cold weather months, a child care provider should monitor weather conditions and outdoor temperatures to determine:
- 2) The kind of clothing children need to wear.
- 3) The length of outdoor time appropriate for conditions and the child's age
- 4) If stormy weather will pose a safety threat during the day
- 5) Outdoor play is recommended when temperature/wind chill is 15 degrees F or above.
- 6) Use caution when temperature/wind chill is between 0 to 15 degrees F.
- 7) Outdoor play is not recommended when temperature/wind chill is 0 degrees F. or below.
- 8) All staff and children will remain indoors when the temperature/wind chill is -10 degrees F. or below.

#### Cold Weather Tips

- 1) A short walk can be beneficial even on days it is too cold for extended outdoor play.
- 2) Mildly ill children, who are active, may also play outdoors. If children are too sick to play outdoors,
- 3) they are too sick to remain in child care.
- 4) Choose play areas that are protected from the wind or have warm shelter nearby.
- 5) Scarves and hoods with strings are not recommended due to risk of strangulation.
- 6) Infants and toddlers are unable to tell the care provider when they are too cold, so it is best to schedule shorter periods of outdoor play for this age group. Be sure to monitor their skin temperature to make sure they feel warm.
- 7) Older children can tolerate longer periods outdoors but should be monitored to ensure that they do not remove winter gear.
- 8) Watch for areas of bare skin on areas such as wrists, ankles, ears, fingers etc., that may become exposed during activities.

Table 2. Cold Weather Guide

| Cold | Calm | 5   | 10  | 15  | 20  | 25  | 30  | 35  | 40  |
|------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| 50   | 50   | 48  | 40  | 36  | 32  | 30  | 28  | 27  | 26  |
| 40   | 40   | 37  | 28  | 22  | 18  | 16  | 13  | 11  | 10  |
| 30   | 30   | 27  | 16  | 9   | 4   | 0   | -2  | -4  | -6  |
| 20   | 20   | 16  | 4   | -5  | -10 | -15 | -18 | -20 | -21 |
| 10   | 10   | 6   | -9  | -13 | -25 | -29 | -33 | -35 | -37 |
| 0    | 0    | -5  | -21 | -36 | -39 | -44 | -43 | -49 | -53 |
| -10  | -10  | -15 | -33 | -45 | -53 | -59 | -63 | -67 | -60 |
| -20  | -20  | -20 | -46 | -58 | -67 | -74 | -79 | -82 | -85 |

### 5.17.3 Warm Weather Guide

All children benefit from the fresh air and sunshine they get during daily outdoor play. During warm weather months, a child care provider should monitor weather conditions and outdoor temperatures to determine:

- 1) The kind of clothing children need to wear and if sunscreen is needed.
- 2) The length of outdoor time that is appropriate for conditions and the child's age.
- 3) If stormy weather will pose a safety threat during the day

Outdoor play is recommended when temperature/heat index is between 71- and 90-degrees F. Use caution when temperature/index is between 85 to 90 degrees F. Extended outdoor play in dry, unshaded areas is not recommended when temperature/heat index exceeds 90 degrees F.

#### Warm Weather Tips

- 1) Offer water often during time outdoors. Avoid high sugar content beverages and soda.
- 2) Choose shaded play areas when possible.
- 3) Children should dress in lightweight, cotton fabrics and wear a hat to protect them from the sun.
- 4) Apply sunscreen
- 5) generously and frequently. Look for sunscreen with UVB and UVA ray protection.
- 6) Mildly ill children, who are active, may also play outdoors. If children are too sick to play outdoors, they are too sick to remain in child care. Outdoor play for this age group. Be sure to monitor their skin temperature to make sure they feel warm.
- 7) Infants and toddlers are unable to tell the care provider when they are too hot, so it is best to schedule shorter periods of outdoor play for this age group and monitor them closely.
- 8) Older children can tolerate longer periods outdoors but should be monitored to ensure that they do not go without sun protection.

Table 3. Warm Weather Heat Index

#### Warm Weather Heat Index

|     | 15  | 20  | 25  | 30  | 35  | 40  | 45  | 50  | 55  | 60  | 65  | 70  | 75  | 80  | 85  | 90  |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 105 | 102 | 109 | 109 | 113 | 118 | 123 | 129 | 135 | 142 | 149 |     |     |     |     |     |     |
| 100 | 97  | 99  | 101 | 104 | 107 | 110 | 115 | 120 | 126 | 132 | 138 | 144 |     |     |     |     |
| 95  | 91  | 93  | 94  | 96  | 98  | 101 | 104 | 107 | 110 | 114 | 119 | 124 | 130 | 136 |     |     |
| 90  | 86  | 87  | 88  | 90  | 91  | 93  | 95  | 96  | 98  | 100 | 102 | 108 | 109 | 113 | 117 | 122 |
| 85  | 81  | 82  | 83  | 84  | 85  | 86  | 87  | 88  | 89  | 90  | 91  | 93  | 95  | 97  | 99  | 102 |
| 80  | 76  | 77  | 77  | 78  | 79  | 79  | 80  | 81  | 81  | 82  | 83  | 85  | 86  | 86  | 87  | 88  |
| 75  | 71  | 72  | 72  | 73  | 73  | 74  | 74  | 75  | 75  | 76  | 76  | 77  | 77  | 78  | 78  | 79  |

RELATIVE HUMIDITY by PERCENT

#### 5.17.4 Evacuation Policy

##### Policy

Staff will be well informed of evacuation plans for fire, carbon monoxide leak, chemical spill, natural gas leak or other incidents in which an evacuation is necessary.

##### Procedure

##### 1) Fire Evacuation

- a. Fire drills will occur once a month and will be documented.
- b. All staff will be informed of the drills. No drills will be held unannounced.
- c. After each drill, data will be gathered and Management staff will review it with classroom and other staff members.
- d. Emergency Plans will be posted. The plans will include:
  - i. Who in the classroom is responsible for bringing the attendance record, parent/guardian contact numbers, the first aid bag, the two-way radio and any child medication.
  - ii. Who in the classroom will clear the room.
  - iii. How children will be transported from building.
  - iv. Where the meeting point and reunification points are located.
  - v. A responsibility chart on who is to clear each area of the building.
- e. Staff must follow the posted Evacuation Plan and evacuate the building in less than four minutes.

##### 2) Natural Gas Leak, Carbon Monoxide Leak or Chemical Spill Evacuation

- a. If a noxious odor is detected the following procedures shall be implemented.
  - i. Early Staff Arrival:
    1. Leave building immediately
    2. Do not pull alarms in case of spark
    3. Do not use center phone or cell phone in building
  - ii. Upon entry:
    1. Secure the building. Do not allow anyone to enter the building
    2. Notify Program Manager. Program Manager will notify 911
    3. Continue to maintain security of building until appropriate personnel have arrived.
    4. After assessing the situation, the Program Manager will make the decision to resume services.
    5. If the situation is unable to be resolved:
      - a. Program Manager and Center Manager will notify staff.
      - b. Teaching staff will notify Parent/Guardians.
      - c. Early Release procedure will be implemented
  - iii. Evacuation Policy During Business/Service Hours

1. Teaching staff will line up children at the nearest exit, take a head count and exit the building using the evacuation route. Do not shut classroom door, leave it open
2. Gather children with one staff at the front of the group and one at the back. Younger children can use an evacuation rope or bug rope to evacuate.
3. Infants, toddlers, and/or special needs children may be carried or transported using an evacuation crib
4. PLEASE TAKE TURNS WHEN LEAVING CLASSROOMS SO THERE IS NO CONGESTION. Be patient and calm, this will expedite the evacuation process.
5. Designated staff will bring the attendance record, parent/guardian contact numbers, the first aid bag, the two-way radio and any child medication.
6. Designated staff will check the room to ensure all children are out of the classroom.
7. Administrative staff will conduct a check of the building as assigned in the responsibility chart and exit at the nearest exit.
8. The following process will be followed to remove children from danger:
  - a. Maajiigin staff and children will board the bus located at the front of the building loading children 3 to a seat. Staff may need to stand. Buses will transport children to the School Age Center.
  - b. School age staff and children will walk to Dream Catcher Park. In the event of cold or hazardous weather, school age staff will contact the Cass Lake/Bena Elementary School for shelter options.
9. Designated staff will take a head count upon arrival at their designated location and immediately notify the Center Manager if a child is missing.
10. If an injury occurs, teaching staff must administer emergency first aid until first responders arrive.
11. Wait for further instruction from Program Manager on whether it is safe to return to the center or apply early release procedures.

### 3) Transportation of Children

- a. The following process will be followed to remove children from danger:
  - i. **Maajiigin Center** - Maajiigin staff and children will board the bus located at the front of the building loading children 3 to a seat. Staff may need to stand. Buses will transport children to the School Age Center. School age staff and children will walk to Dream Catcher Park. In the event of cold or hazardous weather, school age staff will contact the Cass Lake/Bena Elementary School for shelter options.
  - ii. Designated staff will take a head count upon arrival at their designated location and immediately notify the Center Manager if a child is missing.
  - iii. If an injury occurs, teaching staff must administer emergency first aid until first responders arrive.
  - iv. Wait for further instruction from Program Manager on whether it is too safe to return to the center or apply early release procedures.

## 5.17.5 Lockdown Drill Procedures

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Notification</b>         | <ul style="list-style-type: none"> <li>▪ CCS Program Manager or ECD Director will determine and confirm “Lockdown”.</li> <li>▪ Tell the children that a lockdown is about to happen.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Action</b>               | <ul style="list-style-type: none"> <li>▪ If there are children playing outside, bring them inside.</li> <li>▪ Teachers bring children to their primary classroom. Administrative staff will go to their respective offices.</li> <li>▪ No one will leave or enter the building during this time. (NO Exceptions)</li> <li>▪ Lock the classroom doors and windows, cover the windows, and turn off lights and audio equipment.</li> <li>▪ Take attendance of children and ensure all children remain in room.</li> <li>▪ Continue with quiet activities away from windows.</li> <li>▪ All other staff will shelter in place, close doors and blinds. (offices/cubicle/kitchen area).</li> <li>▪ Ignore any fire alarm activation.</li> </ul> |
| <b>Communications</b>       | <ul style="list-style-type: none"> <li>• Turn cell phones on silent or vibrate.</li> <li>• Program Manager will be in charge of all communications with Law Enforcement and Center Manager to relay to the classrooms.</li> <li>• Center Manager will keep teaching staff updated via cell phone.</li> <li>• Note: In a real emergency it might not be safe to talk on the phone, but you can still call 9-1-1 and leave the phone on. Do not make phone calls unless there is an emergency situation (for example, an injured child or adult in need of immediate medical attention).</li> </ul>                                                                                                                                           |
| <b>Care and Supervision</b> | <ul style="list-style-type: none"> <li>• Center Manager will be authorized to access meal carts for classroom or assist with bathroom breaks, if necessary.</li> <li>• All restroom use shall take place in the classroom. Rooms without restrooms will be coordinated with management staff.</li> <li>• Follow procedures for addressing (especially infants and toddlers) nutrition and hygiene needs during the period of time they are in lockdown. (i.e. meal carts, feeding, diapering, etc.)</li> </ul>                                                                                                                                                                                                                              |
| <b>Conclusion</b>           | <ul style="list-style-type: none"> <li>• Remain in the classroom room or in office/cubicle area until the Program Manager announces the end of the lockdown.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

5.17.6 Maajiigin Evacuation Plan

Figure 2. Maajiigin Evacuation Map

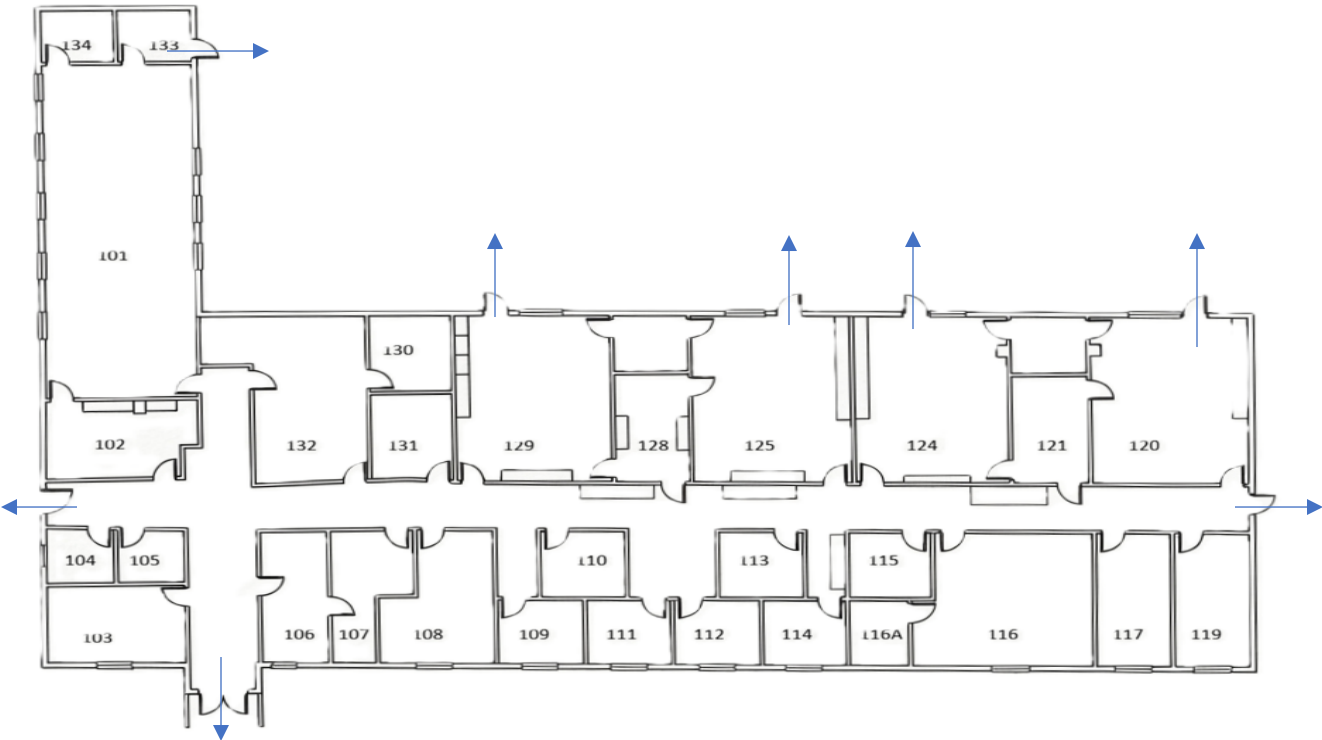


Table 4. Maajiigin Evacuation Procedure

| Roles               | Admin Assistant<br>Receptionist<br>Program Manager | Kitchen Staff                    | Center Manager<br>Training/Culture<br>Coordinator<br>Family<br>Engagement<br>Coordinator | ELS Coordinator<br>Subsidy &<br>Outreach<br>Coordinator | Maintenance<br>Tech.<br>Licensing &<br>Compliance                     |
|---------------------|----------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|
| <<< Take Radio >>>  |                                                    |                                  |                                                                                          |                                                         |                                                                       |
| Responsibilities    | Room 103<br>Room 104<br>Room 105<br>Room 107       | Room 131<br>Room 102<br>Room 101 | Room 125<br>Room 129<br>Room 128<br>[Assist with evac.]                                  | Room 115<br>Room 120<br>Room 124<br>[Assist with evac.] | Room 116<br>Room 117<br>Room 119<br>[Locate fire]<br>[Direct traffic] |
| <<< Close Doors >>> |                                                    |                                  |                                                                                          |                                                         |                                                                       |
| Exit                | Front Door<br>Side Door                            | Mud Room Door                    | Classroom Door                                                                           | Classroom Door                                          | Nearest Exit                                                          |

5.17.7 Miikogin Evacuation Plan

Figure 3. Miikogin Evacuation Map

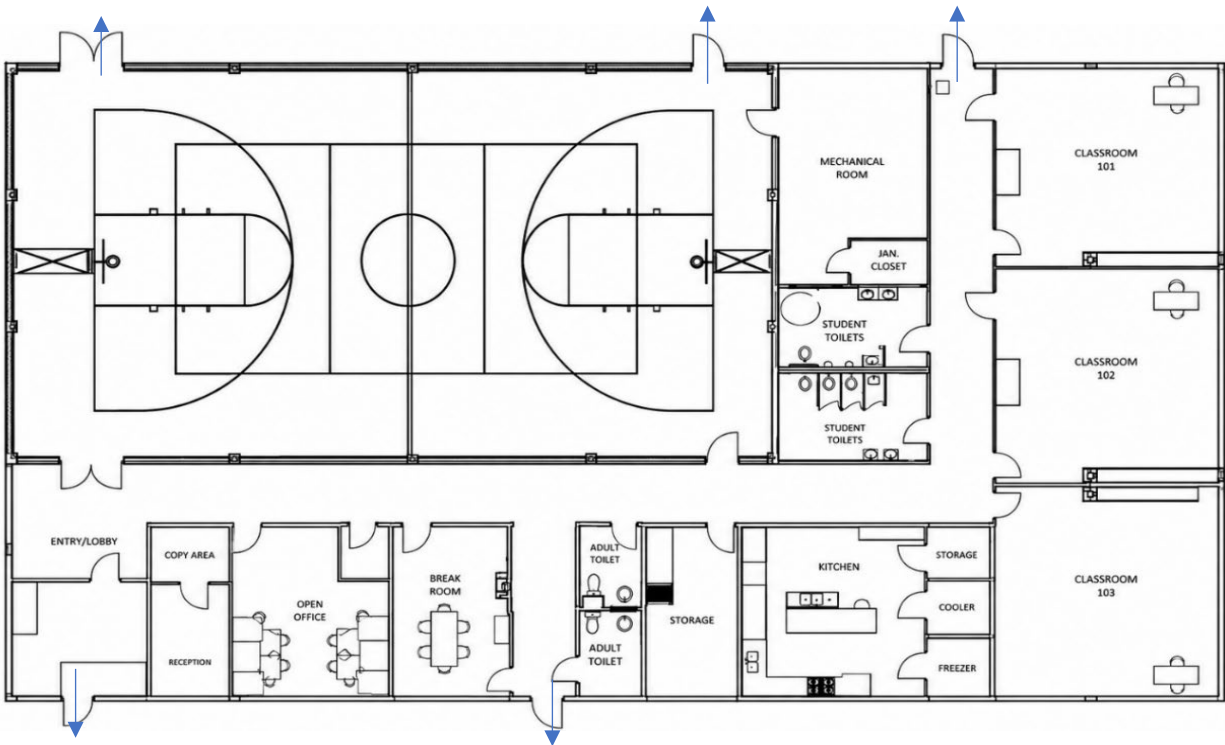


Table 5. Miikogin Evacuation Procedure

| Roles               | Receptionist                                                          | Maintenance<br>[if not available,<br>Center Manager<br>will assume<br>responsibilities]            | Kitchen Staff | Leads<br>Youth Assistants                                                                                                                                                                                                                                         | Center Manager                                          |
|---------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|                     | <<< Take Radio >>>                                                    |                                                                                                    |               |                                                                                                                                                                                                                                                                   |                                                         |
| Responsibilities    | Front Office<br>Gymnasium<br>Staff/Meeting<br>Room<br>Admin Bathrooms | Storage Room<br>Classroom<br>Bathrooms<br>HVAC/Boiler<br>Room<br>[Locate fire]<br>[Assist traffic] | Kitchen Area  | Gather Children<br><u>Youth Assistant</u> leads<br>the group to the<br>primary designated<br>north exit; if primary<br>compromised, exit at<br>the south of building.<br>Leads follow the<br>group checking<br>classroom to ensure<br>no child are left<br>behind | [if maintenance is<br>not available,<br>check all room] |
| <<< Close Doors >>> |                                                                       |                                                                                                    |               |                                                                                                                                                                                                                                                                   |                                                         |
| Exit                | South Door                                                            | Nearest Exit                                                                                       | Nearest Exit  | Primary<br>Designated Exit                                                                                                                                                                                                                                        | South Door                                              |

## 6 RESOURCES

---

### 6.1 ADMINISTRATIVE LEADERSHIP (8/12/2026)

| <i>Title</i>             | <i>Name</i>      | <i>Program</i>      | <i>Location</i>  |
|--------------------------|------------------|---------------------|------------------|
| Education Director       | Laurie Harper    | Education Division  |                  |
| ECD Program Director     | Lee Turney       | ECD Program         | AOB              |
| CCS Program Manager      | Cora Roy         | Child Care Services | Maajiigin Center |
| Maajiigin Center Manager | Emma Gillman     | Child Care Services | Maajiigin Center |
| Miikogin Center Manager  | Amarin Chanthorn | Child Care Services | Miikogin Center  |

### 6.2 ADDRESSES

| <i>Center</i>               | <i>Physical Address</i>                             | <i>Contact</i> |
|-----------------------------|-----------------------------------------------------|----------------|
| Maajiigin Center            | 16160 60 <sup>th</sup> Ave. NW, Cass Lake, MN 56633 | (218) 335-8369 |
| Miikogin Center             | 201 4 <sup>th</sup> St. NW, Cass Lake, MN 56633     | (218) 335-8380 |
| Early Childhood Development | 16126 60 <sup>th</sup> Ave. NW, Cass Lake, MN 56633 | (218) 335-8345 |

### 6.3 WEBSITE & SOCIAL MEDIA

| <i>Program</i>                      | <i>Website Address</i>                                                                                                                                                                               |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Early Childhood Development Program | <a href="http://www.llboearlychildhood.com">www.llboearlychildhood.com</a>                                                                                                                           |
| Maajiigin Center                    | <a href="http://www.llboearlychildhood.com/1-home/programs/child-care-services/maajiigin-family-center/">www.llboearlychildhood.com/1-home/programs/child-care-services/maajiigin-family-center/</a> |
| Miikogin Center                     | <a href="http://www.llboearlychildhood.com/sacc">www.llboearlychildhood.com/sacc</a>                                                                                                                 |

**Disclaimer:**

This document serves as the guiding operational policies for the Child Care Services Program. Items within this handbook may be subject to periodically edits and updates with or without acknowledgement or consent of those affected.

CCS will make reasonable attempts to notify and inform of updates and edits when possible.