



Family Handbook

Revised September 2021

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***Jack and Jill's Vision is C.L.E.A.R. We are educators providing children with
Care, Leadership, Education, Attention, and Respect.***

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INTRODUCTION

Jack & Jill Early Childhood Learning and JJ's Jam School Age Program is a private childcare program licensed by the state of Minnesota, Human Services Department Rule 3. This assures every family's high standards have been met regarding equipment space, program and staff. The programs are licensed to serve infants (6 weeks to 16 months), toddler (16 months to 33 months), preschool (33 months through 5 years of age/Pre-Kindergarten), and School Age Children entering Kindergarten through age 12. Full and part-time care options are available in all programs. The St. Anthony site location is licensed for 306. The Blaine site location is licensed for 139.

Jack & Jill Early Childhood Learning has specific educational goals and objectives for each age category. These goals and objectives are covered at parent-teacher conferences and are available upon request. In order to provide an enriching program for your child, it is vital teachers and parents/guardians work together.

The number for the Minnesota Department of Human Services is 651-431-2000.

1. Local county child protection agency
 - a. Saint Anthony/Hennepin County: 612-348-3552
 - b. Blaine/ Anoka County: 763-324-1440
2. DHS, Division of Licensing Maltreatment intake line: 651-431-6600
3. DHS, Division of Licensing: 651-431-6500

Philosophy

Jack & Jill Early Childhood Learning believes that children have an innate desire to learn and grow. By nurturing this desire at an early age, by honoring diversity, promoting strong values and supporting appropriate socialization, we provide the context in which children can reach their full potential as individuals and as members of the community.

Mission

Jack & Jill Early Childhood Learning is a private childcare center providing an environment of love, security, acceptance and guidance. We are sensitive to each child's intellectual, emotional, physical and social needs, offering a developmentally appropriate program based on individual goals.

Jack & Jill Early Childhood Learning has a C.L.E.A.R. vision statement: We are educators providing children with Care, Leadership, Education, Attention and Respect. Our program works diligently to develop and implement a quality curriculum to meet all of the areas of our vision statement.

Care: We provide the highest quality care available and make your child feel at home, to give you peace of mind.

Leadership: We give children the tools they need to become independent, confident leaders of the future.

Education: Our curriculum is second to none as we hold some of the industry's highest hiring standards for our educators.

Attention: Our staff gets to know each child under their care and give them the attention young minds need to thrive.

Respect: We maintain an environment of respect for our children, their families, and our staff.

Program Information

Jack & Jill Early Childhood Learning's program offers a variety of learning experiences that include physical, intellectual, social and emotional development. Our philosophy rests on the premise that each child is a unique and special individual with varying interests, needs and abilities. Jack & Jill Early Childhood Learning strives to prepare an environment that will help children develop to their fullest potential. Our program objective is to provide a warm, nurturing environment that encourages the development of the "whole child." Our childcare center seeks to provide a physically safe and emotionally secure setting. Children can explore and experiment with a variety of materials and experiences, in a supportive, confidence-building atmosphere that promotes physical, emotional, intellectual, creative and social growth, while also learning the importance of others and respecting their rights. Using the program's goals and objectives as a framework to develop the curriculum, and the needs of the individual child as a focus for the curriculum, each teacher is responsible for writing and implementing lesson plans to guide their daily activities. We encourage hands-on experimental learning and provide a balance between self-directed and teacher-directed learning. This program plan shall be reviewed and evaluated in writing annually by a staff person qualified as a teacher along with the Program Director and Administrator.

The contents of the Program Plan are contained within this handbook: Goals and Objectives. Parents may also review the Program Plan at their request by contacting the center office.

Quick Reference Phone Numbers & Online Resources

St. Anthony Office Main Phone Number:	612-455-8955
Blaine Office Main Phone Number:	763-784-1451
JJ's Jam School Age Direct Number:	612-428-1007
Jack & Jill Early Childhood Fax Number:	763-757-2942

Jack & Jill Early Childhood Website:	https://www.jackandjilledu.com/
JJ's Jam School Age Website:	https://www.jjsjam.com/

For questions regarding billing:	carol@jackandjilledu.com
For contacting the administration & absenteeism:	info@jackandjilledu.com
For questions regarding school age care:	info@jjsjam.com

Jack & Jill Early Childhood Learning Management

Jack & Jill Early Childhood Learning is managed by its Owner and Administrator, Carol Arens, who is a paid employee. It is her responsibility to develop and maintain the organization including strategic planning, monitoring the organization, establishing budget and policy regulations, and representing the needs and interests of Jack & Jill Early Childhood Learning's staff and families.

Jack & Jill Early Childhood Learning's day-to-day operations are managed by a team of directors responsible for the oversight of their respective areas.

Program Operation

Hours of Operation and Holidays

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Jack & Jill Early Childhood Learning is open year-round, Monday through Friday. The St. Anthony location is open from 7:00am to 6:00 pm and the Blaine location is open from 6:30 am to 6:00 pm, with the exception of holidays and staff development days. These days are considered paid days for families whose typical days of attendance fall on the holidays or staff development dates. The following holidays and staff development days are observed:

1. The Friday prior to the Memorial Day Holiday: a staff development day annually
2. Spring Staff Training Day
3. Memorial Day
4. Independence day
5. The Thursday & Friday prior to the Labor Day holiday: staff development days annually
6. Thanksgiving day
7. The Friday following Thanksgiving Day
8. Winter Holiday Break (Dec. 24 & Dec. 25)
9. News Years Holiday Break

Jack & Jill Early Childhood Learning's school calendar for both sites can be found on the website: <https://www.jackandjilledu.com/calendar>.

Jack & Jill Early Childhood Learning's curriculum calendar for infants-preschool and pre-Kindergarten can be found on the website: <https://www.jackandjilledu.com/curriculum>

School Closings

Decisions about school closing due to weather conditions are made at the discretion of Jack & Jill Early Childhood Learning. Parents will receive notice by email and/or SMS. This information may also be posted on WCCO News. Jack and Jill may determine to be closed in consideration of the local school district closings, (i.e. Roseville, Mounds View, St. Anthony-New Brighton, Anoka-Hennepin and/or Spring Lake Park based on the location of the program).

The decision to close due to weather conditions is strongly based on decisions of the local school districts as well as the ability for Jack & Jill Early Childhood Learning staff to make it safely to and from work in inclement weather.

If early dismissal is required due to weather conditions or school emergency, parent/guardians or emergency contacts will be notified by phone and/or email for early pick up. If a parent/guardian is unable to pick up a child, it is that parent/guardian's responsibility to make the appropriate arrangements and notify Jack & Jill Early Childhood Learning Administration of those arrangements. If a parent/guardian(s) fail to pick up their child at the established time, Jack & Jill Early Childhood Learning will:

1. Attempt to contact parent/guardian(s)
2. Attempt to contact person(s) listed as emergency contacts
3. Contact the local police department and county services

Program Standards

Jack & Jill Early Childhood Learning maintains an open door policy. Parents are welcome and encouraged to visit the program at any time.

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Parent/Guardian Involvement and Orientation

We strongly encourage your input and involvement. The quality of the staff, parent/guardian relationship strongly impacts the success of the program. We are always open to your suggestions and concerns. Parents and family members are welcome to visit at any time. We welcome the opportunity to share our program with you.

Parent/Guardian Responsibilities

1. Parents/guardians are responsible for reading the handbook and knowing the contract terms and program policies.
2. On a daily basis, parents/guardians must sign their child(ren) in and out and check their individual folder for bills, notices, and artwork.
3. Parent/guardians must notify program staff if their child(ren) will be absent or picked up early for any reason. If a child does not arrive as expected, program staff will investigate immediately by attempting to contact parents/guardians, and if necessary call the police. Children that have not arrived by 10:00am without notice will be considered absent for the day and changes in staffing will be made accordingly.
4. **Notice of change in contract, vacation, or withdrawal from the program MUST be provided in writing at least 30 days before the effective date.**
5. Feel free to ask the staff for feedback on your child's day or progress.

Grievance Procedures and Suggestions

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

1. First - parents/guardians should direct their concerns by speaking to or scheduling a conference with the teacher.
2. If issues are not resolved (within one week) after contacting the staff member or you have additional concerns, you are encouraged to contact the Director, who will make every effort to return your call promptly and/or schedule a time to meet.
3. If issues still remain unresolved (after two weeks) after speaking with the Director, parents/guardians can talk with or phone the Administrator of Jack and Jill.

Staff Responsibilities

1. Staff is available and encouraged to initiate discussion with parents/guardians about their child's progress, concerns, or questions they may have.
2. Staff is expected to address the children, each other and parents/guardians with respect and in a positive, constructive manner.
3. Staff working directly with children are require by Minnesota Statutes, section 245A.145 to report any evidence or suspicion of child abuse or neglect.

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Jack & Jill Early Childhood Learning will not retaliate against any staff that mandate reports for any report made in good faith or against a child with respect to whom the report may be made. The center has an internal review process to evaluate adequate policies and procedures were followed for alleged or suspected maltreatment. The center's Maltreatment of Minors Mandated Reporting Policy is located in this handbook.

4. Parents or guardians may employ Jack & Jill Early Childhood Learning full or part time staff/employee to independently perform childcare services outside of the paid scheduled work time of the staff. The individual may accept or reject such requests and are free to establish their own pay level and contract. Both staff and parents/guardians acknowledge that Jack & Jill Early Childhood Learning bears no legal or professional responsibility for such independent arrangements. These arrangements may not be made during the employee's scheduled paid work time and the parties are not to discuss private arrangements during the employee's paid work time. The terms of such a private in-home care arrangements are to remain confidential. Jack & Jill Early Childhood Learning shall not be liable for any disagreement, action, or inaction under such private agreement. Parents/guardians may make private arrangements at their own risk and waive all claims against Jack & Jill Early Childhood Learning in any action or inaction or liability stemming from a private childcare arrangement.
5. Employees of Jack & Jill Early Childhood Learning are not allowed to be hired by a parent or guardian for full time independent child-care outside of Jack & Jill Early Childhood Learning. Please respect the employment relationship of Jack & Jill Early Childhood Learning and its employees.

Release of Information

Jack & Jill Early Childhood Learning adheres to applicable state laws governing the release of confidential information about your child, including the Minnesota Data Privacy Act. All private data about enrolled children is considered to be confidential and will not be released without written consent of the parent or guardian, unless disclosure is required by law. The parent or guardian is always welcome to see your child's profile or request a conference.

Public Relations and Photographs

From time to time, Jack & Jill Early Childhood Learning may use photographs and/or videos in its classroom activities and/or promotional materials. These photos often contain images of children enrolled at Jack and Jill. Children will not be identified by name in any publication. Images of children will not be used unless the child's parents have signed Jack & Jill Early Childhood Learning's Photograph Release Form. Any images that are used are the property of Jack & Jill Early Childhood Learning.

Supervision and Ratios

Responsible supervision of the children is of utmost importance. At no time may children be left alone while in Jack & Jill Early Childhood Learning's Program. This responsibility is shared by parents and staff. Before dropping children off with their teacher, and before picking children up from their teacher, children must be within sight and hearing of parents at all times so that parents can intervene to ensure the safety and well-being of the children.

From the time that parents/guardians drop off children with their teachers, the responsibility of supervision shifts to Jack & Jill Early Childhood Learning staff. Children must be in the sight and hearing of the staff at

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all times so that staff can intervene to ensure the safety and well-being of the children. Active interaction with the children is expected of each staff person at all times to ensure that children are engaged and nurtured in the program.

As a quality childcare center, Jack & Jill Early Childhood Learning will maintain student to staff ratios that are based upon the criteria set forth by the Minnesota Department of Human Services, Rule 3 Department at all times. We will maintain, at a minimum, the following student to staff ratios:

- 4:1 infant child to staff ratio
- 7:1 toddler child to staff ratio
- 10:1 preschool child to staff ratio
- 15:1 school age child to staff ratio

Registration and Enrollment

Children Eligible for Enrollment

This childcare program serves children 6 weeks through school-age (6 weeks to 12 years of age). The number of children enrolled is based on the staff/student ratio and the size/availability of the facilities. Licensure of enrollment requirements is posted within the facility and available for review.

Application and Registration Procedure

Jack & Jill Early Childhood Learning follows the same admission process for all children. Registration forms and information are available in the office. To facilitate the registration process, please follow the procedures below:

1. Families of new students should schedule a pre-registration conference with the Director to tour the program and review general information about Jack & Jill Early Childhood Learning. Visiting the program allows both parents and children to become comfortable with our environment, staff, and schedule. It will also give the center the opportunity to present parents with a description of the program, set forth the program policies, and establish a connection with parents and children before attendance has begun.
2. Complete and sign the necessary registration forms included with this handbook.
3. Return all registration forms with a non-refundable deposit and registration fee of \$300.00 to the administration team. The immunization and health care summary forms must be returned prior to your child's first transition day into the program.
4. Jack & Jill Early Childhood Learning is committed to a program free from any discrimination based on disability. However, in order to better serve each child and determine if Jack & Jill Early Childhood Learning will best serve each child's needs, Parents/Guardians must inform the center of special needs of their child before enrollment so we can determine if the staff and program is suited for the child with or without reasonable accommodation by Jack & Jill Early Childhood Learning. The record of each child with special needs will have written documentation from a qualified consultant prior to the child's enrollment and annually thereafter. The consultation will cover program, equipment, facility, staff ratio or staff training recommendations suited to the needs of the particular child.
5. The Director or Administrator will confirm your enrollment and starting date.

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If there is not a spot open at the time of inquiry, children can be placed on a waiting list after the above stated registration paperwork and non-refundable \$300 registration fee has been paid. When an opening becomes available, the next family on the waiting list will be contacted and informed of availability.

No child will be denied admission based on race, color, creed, religion, national origin, sex, age, status with regard to public assistance, sexual orientation, disability, or any other protected class under applicable law.

Enrollment Process

After registration is confirmed, the following steps must be followed in order to confirm enrollment for all children.

1. Receipt of Jack & Jill Early Childhood Learning Family Handbook
2. Completion of Jack & Jill Early Childhood Learning Parent Contract Handbook for Families
3. Completion of Jack & Jill Early Childhood Learning Enrollment Form
4. Completion of Jack & Jill Early Childhood Learning Emergency Card
5. Completion of Health Care Summary for Child Care Attendance (This form must be completed and signed by your child's medical provider and returned before the first day of transition).
6. Completion of Child Care Immunization Record (Either returned the signed form provided or a signed form from the medical care provider)
7. Completion of Jack & Jill Early Childhood Learning's Permission Forms
8. Completion of Jack & Jill Early Childhood Learning's Non-Prescription Medication Products Authorization
9. Return all necessary forms signed by parents and healthcare providers as needed to the center director before the child begins in the program or participates in any transitions in the program without parents/guardians present. Enrollment will only be guaranteed if forms are returned by the established deadline.
10. Schedule and complete one family and one individual transition for the child, parents, and staff. These transitional times allow for parents and caregivers to better understand the needs of the child entering the program. It also allows for children, caregivers, and parents, to all feel comfortable with enrollment and to ask any questions about the classroom, program, or policies.

Evaluation Period

Each child will be evaluated for a two-week period after the initial date of attendance to determine the program's ability to meet his or her needs. If the needs of your child exceed Jack & Jill Early Childhood Learning's ability to provide appropriate childcare, a meeting will be held with the parent/guardian to discuss the child's enrollment status.

Conferences

Parent conferences will be offered each fall and spring. You will be informed of your child's overall development and progress. If there is a change of circumstances or information you feel our staff should be made aware of, please notify your child's teacher. Extra conferences can be scheduled anytime the staff or parents feel there is a need. Dates for Parent Teacher Conferences will be indicated on Jack & Jill Early Childhood Learning's School Year Calendar that is distributed in the summer months of each year.

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Conference information includes the child's portfolio and a written assessment to a parent of the child's intellectual, physical, social, and emotional development. Conference and portfolio information is maintained in the child's file and is available for the parent/guardian review upon request.

Field Trips and Special Events

Field trips for the school-age program and special events are planned throughout the year. A parent must complete the General Field Trip Permission Form and the Participation Agreement and Complete Waiver and Release in order for their child to participate in any field trip or special event. Special fees may be assessed for some of these events. Parents/Guardians are always welcome to join us for our special events and trips.

Tuition Policies

The program is an organization which operates solely on the tuition fees from each child. All fees must be paid for the days and hours your child is registered to attend. It is Jack & Jill Early Childhood Learning's policy to charge tuition in advance of the week services are provided. Tuition payments for each child enrolled at Jack & Jill Early Childhood Learning shall be due and payable on the Thursday of the upcoming week. A late fee will be assessed to any accounts that are not current on Friday at noon. If Jack & Jill Early Childhood Learning fails to receive your tuition payment for two consecutive weeks, your child's enrollment may be terminated and collection remedies will be pursued for any and all unpaid tuition and all costs of collection including reasonable attorney's fees.

If your family receives childcare assistance, and you are required to pay a portion (i.e. designated co-payment, or difference in the amount approved for care and the center's tuition charge), it must be paid by the first day of the month. A late fee will be assessed to any account that is not current on the 15th of the month and every Friday thereafter for any unpaid portion due from the parent. If the county's maximum tuition rates are lower than Jack and Jill's tuition rates, the parent is responsible to pay the difference. The multiple child discount for County assistant families enrolling more than one child will be applied on the difference of the amount the County reimburses and the charges billed by Jack and Jill. The weekly difference and any co-payments are due on Thursday of the upcoming week.

It is ultimately your responsibility to ensure that your tuition costs are paid in full and in a timely manner.

Jack & Jill Early Childhood Learning needs to budget for everyday costs associated with operating our business (similar to any other business or educational facility), for staffing, food, and supplies. Full tuition is required during holiday weeks. If your child is absent, or enrolled part-time, and his/her normal date of attendance falls on a holiday, full tuition charges still apply. Jack & Jill Early Childhood Learning budgets on scheduled enrollment and will not issue a refund or credit on tuition if your child is absent.

Jack & Jill Early Childhood Learning accepts payment by check, credit card, or cash.

Fees and Billing

Rates are available on www.jackandjillledu.com.

- A non-refundable registration fee must accompany your enrollment form.

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- Billing is based on the annual school year calendars. Annual school year calendars will be distributed during the summer months of each year, indicating the monthly billing cycles, including the number of weeks that are to be charged in a month (i.e. 4 week billing cycle, 5 week billing cycle). Summer school-age camps may be billed by the Camp sessions.
- A 30-day withdrawal notice is required or you will be responsible for one month of tuition.

School Age Rates (for children entering Kindergarten through age 12)

Rates vary depending on the before/after school your child is attending, and summer camp attendance. See school age brochures for accurate rates and rates will be invoiced upon enrollment of your school age child.

Breakfast is provided in the cost of before school care. A snack is included in the cost of after school care. Breakfast, lunch, and two snacks are provided on school release days and summer camp enrollment. Snacks include service of milk, water, and/or juice.

FULL DAY PROGRAMS

St. Anthony Site Hours of Operation are: 7:00 am to 6:00 pm

Blaine Site Hours of Operation are: 6:30 am to 6:00 pm

All enrolled children must have a schedule. All enrolled children must check in and out daily on the sheets provided near the parent information tables.

Full-Time Enrollment

Full-time enrollment reserves your child’s space for a full week of our scheduled hours of operation.

Part-Time Enrollment

Part-time enrollment must commit to a schedule of three or four days per week to allot for staffing, food, and supplies. If your child is enrolled part-time and his/her scheduled day falls on a holiday, or he/she is ill, tuition is not discounted for that week. Your child may attend on an alternate day only if an additional day of care has been charged to your tuition account and approved in advance by the Administrator.

Our part-time program allows your child to attend the full-day program, but less than five days per week. Tuition Pricing is set forth on the attached Price Sheet for each site.

Families with Pre-Approved Varying Part-Time Schedules

Jack & Jill Early Childhood Learning no longer accepts part-time enrollment on a varying schedule basis. However, there are current families who have been grandfathered into the program on this enrollment schedule, meaning they were previously approved to attend the program on a varying part-time schedule (3 or 4 days per week), and do not necessarily attend the same days of the week each week. Children of varying schedule families must attend at least three days per week. Varying schedule families are required to provide Jack & Jill Early Childhood Learning with their requested schedule a minimum of two weeks in advance. Varying schedule attendance does not allow a family to “swap” days in the event a child is absent

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on a scheduled day, due to illness or otherwise. If enrollment ratios permit, a varying schedule family may add an attendance day that week for an additional daily charge.

Holidays and Staff Development Days

Jack & Jill Early Childhood Learning provides families with a school calendar of the days it will be closed for holidays or other days, such as staff development days. Tuition is not discounted for weeks that contain holidays or other days the program is closed. Accordingly, families for both full-time and part-time children who are attending the program during a week that contains a holiday or other day the program is closed will pay their normal rate of tuition for that week. Varying schedule families will be required to use the holiday or closed day as one of their scheduled days for weeks containing a holiday or other day the program is closed.

Leaves of Absence

Families who will be absent from the program for 30 calendar days or more may hold their place in the program by paying a re-enrollment holding fee of \$300.00 per child. The request for a leave of absence must be received at least two weeks in advance of the requested leave. Failure to provide 30 days advance notice will require full payment of tuition. This fee will reserve the child's place in the program for six months from the date Jack and Jill is notified of the leave of absence. Families absent for 30 days or more who do not pay the holding fee will be required to reapply for admission and will be subject to the process set forth in the Registration and Enrollment section. For absences of less than 30 calendar days, tuition will be charged at the normal rate; if applicable, vacation time may be credited during a leave of absence pursuant to the Vacation Policy below.

Vacation Policy

Each family may use up to one week of their normal schedule per year as vacation time. Eligibility for your one week of vacation is **effective after six consistent months of enrollment**. Each family will run on a 12-month calendar year (Jan–Dec). A minimum of one month's notice must be given in writing to Jack and Jill in order for your 1 week of vacation to be granted. Full tuition payment will be required if one month's written notice is not given. Consideration may be given if the vacation request is made less than one month in advance is due to family emergency or extenuating circumstances. In this case the vacation credit will not appear until the following month's billing. Vacation does not accrue beyond the calendar year. Vacation may not be applied randomly to your tuition payment. If proper notification is given, tuition will not be due during the vacation week requested.

Family Discount

Each family with one or more child enrolled will receive 10 percent discount on the lowest costing sibling. The discount on families receiving County assistance will be applied to the difference paid by the county and the amount billed by Jack & Jill Early Childhood Learning.

Billing

Billing is on a monthly cycle:

1. Payment is due on the first day of the billing period. It is your responsibility to make payment by the due date. The Administrator can assist in determining the amount due.

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2. Payments received after the first week will not be credited until the following billing period.
3. Billing is based on 52 weeks per year at either a four week or five week billing cycle.
4. A LATE FEE is automatically assessed after the first Friday in the billing period on any unpaid balance.
5. If you have an outstanding account, call the Administrator as soon as possible to discuss payment arrangements. If a tuition payment is not made within 10 days of the due date, and no contact to arrange payments has been initiated by you, childcare shall be terminated. Your child will not be allowed to return until you have made payment arrangements with the Administrator.

Uncollected Checks

Jack & Jill Early Childhood Learning will charge a \$25.00 fee for all checks returned from the bank for insufficient funds or closed accounts. The total will be due in cash or money order within three days of notice of uncollected check. Payment must be made separate from other tuition.

Extra Day of Care

If part-time children elect to add a day to their regular attendance schedule, an extra day's fee will be charged for each extra day added.

Adding a day to a regular scheduled week must be pre-approved by the center's administration team. (Example: If child schedule is M, T, W and you elect to have the child's attendance of M, T, TH, an extra day will be charged for the Thursday attendance). Due to the volume of part-time children and numerous requests for weekly schedule changes, no exceptions will be permitted. An extra day charge will be assessed for each additional day of attendance outside of the child's contracted schedule.

Contract Change

To change your contract, a completed Contract Change Form must be submitted at least thirty days prior to the effective date. Verbal notification is not sufficient. A \$25.00 fee will be charged to your account for each contract change submitted. Changes involving additional care or different block/days can be accepted only if space is available. If written notice is received less than thirty prior to the effective date, you will be charged the former full-time tuition rate. (Example: If child attends three days per week and contract schedule change to four days per week, a \$25.00 contract fee is assessed.).

Contract Cancellation and Withdrawal

Cancellation and withdrawal from the program requires a thirty days written notice to the administration team. Verbal notification is not sufficient. Parents/guardians withdrawing from the program without sufficient written notice will be billed tuition and if not paid within two weeks, the account will be turned over to our collection agency. If you withdraw, and wish to re-enroll during the same program year, a \$300.00 registration fee and written notice will be required. Re-enrollment will not be allowed until any outstanding balance is paid in full. If written withdrawal notice is received less than thirty days in advance of the last date of attendance, you will be charged the full tuition rate for the thirty days period.

If you want to extend your start date beyond 30 days and up to 60 days from the original start date, you will be charged one month of full-time weekly infant care tuition, to be applied to your tuition once you have

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started the program. If you do not start on the modified registered start date, you will be invoiced and responsible for the tuition payment for the month.

If you want to extend your start date beyond 60 days from the original start date, you must commit to a start date within a 6-month time period from your original date and an additional non-refundable registration fee of \$400.00 will be charged.

If you are uncertain of starting at our program, your registration will be cancelled. Should you desire to enroll in the future, please call us to review availability at the desired start date. Future enrollment will be accepted as it is available. An additional non-refundable registration fee will be charged at the rate in place at the time of future enrollment.

Additional Fees

- Non-Refundable Registration fee (Not applied to first week tuition) \$300.00
- Contract Change (per occurrence) \$25.00
- Late Payment (per week) \$25.00
- Returned Check Fee \$25.00
- Late Pick-Up for Ill Child (15 minute increments) \$15.00
- Late Pick-Up Fees (15 minute increments after 6 pm) \$15.00

Late Fee

The center closes at 6:00 pm. A Late Pick-Up Fee will be applied for any child picked up after the time of closing, as indicated above. The late pick-up fee will apply to each 15 minute increment the parent is late in picking up the child.

If a child becomes ill and is excluded from the program per the center's exclusion policy described herein, the parent, guardian, and/or emergency contact is required to pick up the child within a reasonable time frame, one hour, from the time the individual is notified. If the child is not picked up within the hour, the above defined Late Pick-Up for Ill Child will apply.

Security and Safety

Signing In and Out of Awake Child

For the safety of each child, parents/guardians are required to sign their child in and out of the program on a daily basis. Children are not allowed to sign themselves in or out. For your child's safety, we require that you bring your child into the program each morning and get them settled. Be sure that the staff is aware of your child's arrival before you leave.

If a child arrives when there is an off-site activity, the parent/guardian is responsible to escort the child to join the group. The location of the group will be posted in a prominent place. When children arrive by bus, staff is responsible for signing them in.

No child will be accepted by the program staff that is sleeping. It is the parents/guardians responsibility to wake the child before transferring to program staff and the child must be removed from a car seat carrier by the parents/guardians.

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Release of Children

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

Children will not be released to persons when the staff has a reasonable belief that the person is incapacitated or suspected of abuse. When a child's safety is in question, another person authorized to pick-up the child will be called. If the incapacitated/suspected person resists, the responsible staff person will notify the police. Parents/guardians will be contacted and the Director will be notified.

Late Pick-Up

All children must be picked up no later than 6:00pm. The fee charged for late pick-up is \$15.00 per 15 minute increments or portion thereof. If you are in an emergency situation and you must be late, please contact the director. If a child is not picked up and parent/guardian or other contacts listed on the emergency card cannot be reached, the police may be called to pick up the child. A failure to pick-up fee of \$50.00 will be charged to your account.

Early Drop-Off

Children cannot be dropped off earlier than the hours of operation (7:00 am for St. Anthony site and 6:30 am for the Blaine site). Our staff is preparing the classroom for the day's program prior to the licensed start time of the day and need this time for that preparation. No other arrangements may be made at any time with staff members or administrators for drop off to occur before the site opens.

Access to Building and School Grounds

Access to Jack & Jill Early Childhood Learning buildings and grounds is permitted during its hours of daily operation, 7:00 am to 6:00 pm St. Anthony site and 6:30 am to 6:00 pm Blaine site, Monday through Friday on days that the center is open for care. Families are not allowed to use the playground or building for personal use at any time.

For security purposes, a punch-code door access system is in place at Jack & Jill Early Childhood Learning. Upon enrollment, each family is issued a family code to enter the building. The code may be changed periodically and will be handed out to parents by classroom teachers before the changes occur. We ask that all families help to keep the building secure by not holding the door open for other behind them. If an unattended visitor is noticed in the program, we ask that families notify the administrative team immediately. Please do not share your code with your children or family members/friends that may be an alternate pick up.

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Visitors

Our childcare center has an “open door” policy for parents. The parent or legal guardian of a child will be allowed access to their child at any time while their child is in care. All parents are welcome to visit and participate in our daily program.

All visitors (including parents throughout the day time hours other than drop-off or pick-up) are required to check in at the program office immediately upon entering the facility. Visitors arriving at the program who do not have an access code are asked to request entrance into the building through our intercom system. All visitors will be greeted by staff and will be asked for a photo ID before admission into the building. See “Release of Children” for more information on visitors in our program.

Storm Precautions

Jack & Jill Early Childhood Learning holds monthly fire drills and all children and staff evacuate at least 100 feet away from the building, in a safe manner. Tornado drills are held monthly from April - September.

Consistency in Safety Expectations for Children

At Jack & Jill Early Childhood Learning, we have specific expectations for our children in order to keep them and other safe. Jack & Jill Early Childhood Learning staff teaches children that doors are “teacher touches” or “teacher work” and that only adults are allowed to open doors or gates at school. We also ask all children to use “walking feet” and “inside voices” while inside of the building. Children also know that they must be with an adult (teacher or parent) at all times. Please help us to keep these expectations consistent during drop off and pick up times and be prepared for our staff to assist your family as needed to help your family follow these expectations.

Transportation & Parking Lots

In most instances, parents/guardians are responsible for transporting their child to and from Jack & Jill Early Childhood Learning. School age children participating in field trips or before and after school care through the JJ’s Jam School Age Program are transported by trained staff members who have completed current training through the MN Department of Transportation and renew their training every 5 years. A third-party bus company may provide transportation via contract services with JJ’s Jam staff present for field trips.

In accordance with state guidelines, Jack & Jill Early Childhood Learning strongly advocates the consistent use of age appropriate child safety restraints when transporting a child. At no time, however, may a staff of Jack & Jill Early Childhood Learning install or assist in installing a child into child safety restraints for transportation purposes. **Children should never be left unattended in vehicles as all Jack & Jill Early Childhood Learning members are mandated reporters and may report such instances to child protection.**

As Jack & Jill Early Childhood Learning’s parking lot is shared with other building tenants and community members, parents and staff are asked to take precautions when in parking lots, including but not limited to:

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drive slowly and stop for pedestrians; park only in designated parking spots; follow guidelines set by the MN Department of Transportation for safe driving practices, including stopping at all marked stop signs and before exiting parking lots. Please also keep valuables with you at all times and your car locked. At no time is Jack & Jill Early Childhood Learning responsible for any fender benders or thefts that may occur.

Health Information

State law prohibits the enrollment of any child without a signed medical provider statement declaring the status of the child's health and immunization schedule consistent with current medical standards. This record must give dates (month, day and year) of immunizations your child(ren) has/have received. The immunization record must be completed, signed and submitted to Jack & Jill Early Childhood Learning at the time of enrollment and prior to the first day of transition of the child(ren). You must also submit a Health Care Summary, which includes the date of the child's/children's most recent physical exam and the name and address of the child's medical and dental provider. Completion and submission of this Health Care Summary must occur at the time of enrollment and before the first day of transition of the child(ren) and must be completely revised or updated each time a child moves into a new age group.

State Law (Rule 3, MN DHS 9503.0125) requires that an EMERGENCY CARD must be completed, signed and submitted prior to enrollment. It is the sole responsibility of the parent or guardian to ensure that the contact information on the emergency card is current. Required information includes your work, home and cell phone numbers; names, address and phone numbers of at least two people authorized to act on your behalf should we not be able to reach you; and your child's current health care provider's phone number.

If a child requires special medical attention relating to a condition, such as a food allergy, it is the sole responsibility of the parent or guardian to inform Jack & Jill Early Childhood Learning of that condition in writing. The parent or guardian must supply Jack & Jill Early Childhood Learning with any suggested or required medication associated with the medical condition.

Jack & Jill Early Childhood Learning may inquire about medical information which is not required to be disclosed by state law. This information is desirable for Jack & Jill Early Childhood Learning to best serve your child. You may refuse disclosure of such information and the manager will make a determination as to whether such an omission will prevent enrollment.

Absences, Late Drop-Off, and Sick Days

All children over the age of 16 months must be dropped off by 9:00 am on each day the child attends the program. Jack & Jill Early Childhood Learning must preapprove all later drop-offs. For any drop-off that will occur later than 9:00 am, parents/guardians must email a request for a late drop-off to info@jackandjill.edu. Failure to obtain preapproval for a late drop-off may result in the child being denied attendance for that day.

Parents/guardians must notify program staff if their child will be absent for any reason prior to 9:00 am on the day of the child's expected attendance. If a child does not arrive as expected for the day, staff will make all necessary attempts to find out where the child is. Tuition fees are not waived for sick days or other absences.

Illness/Communicable Disease

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

Children should be kept home if they have any of the following symptoms or illnesses:

- Reportable illness or condition as specified by the health department that is contagious and a medical provider determines has not had sufficient treatment to reduce the risk to others.
- Chicken Pox until lesions are crusted over.
- Vomiting-two or more times since admission that day.
- Diarrhea-three or more abnormally loose stools that cannot be contained in the diaper since admission that day.
- Undiagnosed rash or a rash attributed to a suspected contagious illness or condition.
- Undiagnosed drainage from the eyes and/or excessive ear drainage.
- 100 F temperature (Auxiliary) or higher without fever reducing medicine.
- Bacterial infection such as strep throat or impetigo and has not completed a 24 hour antibiotic therapy
- Any child with ringworm, or scabies that is untreated.
- Any child with live lice bugs or nits (eggs) present, even if treated (children suspected of having lice or nits in the program will be inspected by Jack & Jill Early Childhood Learning staff members. Precautions will be taken as with any other illness for separation of children as listed above).
- Significant respiratory distress: fast, difficult or abnormal breathing, uncontrolled cough and/or wheezing that are not controlled by medication.

Please see the attached Standard Exclusion Policies of Ill Children/Staff.

Parents are asked to notify the center within 24 hours if their child contracts a communicable disease. Contagious disease information will be communicated to the other parents the same day the information is received. The staff will post a note on the parent board stating the illness, the incubation period, early signs to watch for and exclusion information. These postings will be updated with each new case of the illness.

The center will notify the Public Health Dept. and our health consultant within 24 hours should an occurrence of a “reportable disease” take place.

Jack & Jill Early Childhood Learning is committed to the full utilization of the benefits and services rendered by this center to qualified individuals with a disability.

Policy Concerning Dispensing Medications

The Director must be informed when a child has a health condition that requires regular or continuous medication, discontinuance of, and administering medication. We follow the Rule 3 health policy, “Health Consultants for Child Care,” which is overseen by our Public Health Nurse.

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Only medicine prescribed by a medical provider will be dispensed in our center. Non-prescription medicine will be dispensed with written medical provider approval. All medicine must be properly signed in to the office and the medicine will then be stored in a locked appropriate storage area. All medication must be in its original container with the child's full name and dosage written on it. Parents must provide a disposable medicine cup or syringe for dispensing the medication.

A member of the office or another designated staff member will dispense the medicine once a day at approximately 11:00 a.m. Medicine that is to be dispensed only twice a day should be dispensed at home and will not be dispensed at the center. This does not include the emergency administration of necessary medications (i.e. treatment prescriptions contained within a child's Emergency Care Plan for Children with Severe Allergies, Seizures, and Asthma/Reactive Airway Disease).

All medicine must be properly authorized by the medical provider on the medication forms (prescription and non-prescription), in order to be dispensed. The prescription must be written in English. Failure to properly have the medicine forms signed does not allow the center to dispense medicine to your child. All medicine must be taken home at the end of each day.

Nonprescription Medications

Please do not put any non-prescription medications in your child's locker. If you have Tylenol, cold medicine, etc., in your child's locker, take it home. A medical provider's note is required for administration of all non-prescriptive medications per the Rule 3 health policies. Signed authorization from the parent/guardian is also required. All medicines must be kept in the locked medical boxes in the office and/or refrigerator.

- Medications MUST be kept in their original container and be properly and legibly labeled with the child's full name and current prescription information.
- Medications will not be given after the expiration date and unused portions will be returned to the child's parent or destroyed in a proper manner.
- Parent must state dosage, time, and duration the medication is to be given.
- Medication will be kept out of the reach of children.
- Siblings may not share medication.

Prescription Medications

For prescription medications to be administered, the center will follow written instructions from a medical provider or dentist before administering medication. Signed authorization from the parent or guardian is also required. The pharmacy label on a bottle constitutes the prescription.

- Medications MUST be kept in their original container and be properly and legibly labeled with the child's full name and current prescription information.
- Medications will not be given after the expiration date and unused portions will be returned to the child's parent or destroyed in a proper manner.
- Parent must state dosage, time, and duration the medication is to be given.
- Medication will be kept out of the reach of children.
- Siblings may not share medication.

Special Needs and Medical Conditions

The Director must be informed of special needs or medical conditions that impact your child's health, well-being, or involvement in activities. Parents/guardians are responsible for keeping this information current. Staff can only provide adequate care when this information is kept current. The center requires appropriate forms to be completed by a physician and parent when certain medical conditions are present. If your child has severe allergies, seizures, or requires other special medical attention, the administration must be notified upon acceptance of the child into the program, and proper paperwork will be completed by the parent/guardian. Such paperwork may be required to be updated every 6 months.

Children with severe allergies, seizures, or other special medical attention must have current paperwork and medication as prescribed by their medical provider on site at all times. Medication cannot be expired. If the necessary paperwork or medication is not current, children may be asked to stay home until all aspects are current.

If your child has ever suffered a seizure, be it febrile or otherwise, it is necessary to have a Seizure Care Plan completed by the child's doctor.

Emergency Procedures

Decisions about school closing due to weather conditions are made by the Owner & Administrator of Jack & Jill Early Childhood Learning, or designee, and is announced on WCCO radio 830AM and WCCO channel 4 television. If the local school districts are closed (i.e. Roseville, Mounds View, St. Anthony-New Brighton, Spring Lake Park or Anoka-Hennepin depending on the site), Jack & Jill Early Childhood Learning may determine to be closed.

The decision to close due to weather conditions is strongly based on decisions of the local school districts as well as the ability for Jack & Jill Early Childhood Learning staff to make it safely to and from work in inclement weather.

If early dismissal is required due to weather conditions or school emergency, parent/guardians or emergency contacts will be notified by phone and/or email for early pick up. If a parent/guardian is unable to pick up a child, it is that parent/guardian's responsibility to make the appropriate arrangements and notify Jack & Jill Early Childhood Learning Administration of those arrangements. If a parent/guardian(s) fail to pick up their child at the established time, Jack & Jill Early Childhood Learning will:

1. Attempt to contact parent/guardian(s)
2. Attempt to contact person(s) listed as emergency contacts
3. Contact the local police department and county services

Emergency/First-Aid

Jack & Jill Early Childhood Learning operates in a manner which minimizes accidents and injuries to children and staff. Regular inspections and license inspections are conducted to maintain safe and hazard-free conditions. Should an accident or injury occur, staff would act immediately to administer care needed.

If it appears that an accident or medical emergency is serious enough to require medical treatment, the following procedures are required:

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- The teacher/assistant will carry out immediate first aid.
- The Director will contact the parents.
- If parents or the alternate emergency number cannot be reached, the Director will have the authority to call a previously designated physician and/or call 911 for treatment and/or transportation to a hospital. A staff member will accompany the injured child to the hospital and stay until the parent arrives.
- In some emergency situations, the staff will contact the local emergency unit before calling the parent (i.e. cessation of breathing).

All incidents, emergencies, accidents that occur to children, staff or visitors, must be reported on an accident report form.

As is required by the Department of Human Services, Rule 3, all injuries requiring medical attention by a medical professional must be reported to our Licensor within 24 hours of the incident.

Information will not be given to others without written consent from the parent/guardian. It is the policy of this program not to disclose the names of children who may have caused injuries to other children while at the program. This is a safeguard for the data privacy of each family. We will not verify your child's enrollment to anyone via the telephone, or without your consent.

Behavior Management

It is Jack and Jill's goal to promote a positive approach to children and the management of behavior issues. The program is designed to offer an environment that:

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

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

1. Respect self, other children and staff.
2. Accept others' individual differences.
3. Accept the consequences of one's own behavior.
4. Verbalize needs to staff.
5. Respect others' equipment and property.

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

Prevention

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

- Environment
- Grouping of children
- Activities
- Staffing

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Positive Redirection

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

Modeling

Staff and peers provide positive modeling of appropriate behavior (i.e demonstrate positive redirection, selection of good choices, appropriate social skills, etc.). In this way, children learn to take responsibility for their actions.

Setting Limits

Simple behavioral expectations are established on site. Staff will:

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

Separation from the Group

When the Center's methods of behavioral guidance (see **Behavioral Management** above) have been ineffective with a child, it may be necessary to separate the child from the group. A child separated from the group will be separated within the classroom while in the sight of a staff member. The length of time will be related to the child's age and maturity. When separation from the group is used as a behavior guidance technique, the child's return to the group will be contingent on the child stopping or controlling the behavior that precipitated the separation. A child between the ages of 6 weeks and 16 months will never be separated from the group as a means of behavior guidance. All separation will be noted in a daily log and noted on the child's daily report. If a child is separated from the group three or more times in one day, the child's parent/guardian will be notified and the parents will be required to pick the child up from the program. Separation includes the removal within the classroom to deal with a child that has biting or unacceptable behaviors. Parent notification shall be indicated on the daily log. If a child is separated five times or more in one week or eight times in two weeks, the procedures for "**Persistent and Unacceptable Behavior**" will be followed.

Persistent and Unacceptable Behavior

When dealing with persistent, unacceptable behavior the staff member will:

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

In case of harmful/inappropriate behavior, the center will notify parents/guardians. If needed, staff will have a parent/guardian conference. If a behavior plan is used and harmful/inappropriate behavior persists, it may result in temporary or indefinite removal of the child from the program.

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Jack & Jill Childcare staff will always work together with the parent/guardian to deal with persistent behavioral issues such as biting or unusual/dangerous aggression to self or others. If a child appears to be unusually stressed, anxious, or otherwise motivated to engage in negative behaviors, the parent/guardian will be contacted.

If a child has repeating behavioral issues, including biting and/or physical aggression the parent will be contacted and this may result in temporary or indefinite removal of the child from the program. Persistent biting that poses a health and safety hazard to other children and the childcare staff may also result in the temporary or indefinite removal of the child from the program.

Prohibitive Actions

At no time may a staff member, volunteer, or student in training subject a child to:

- Corporal punishment (example: rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, spanking, etc.)
- Emotional abuse (example: name calling, ostracism, shaming, making derogatory remarks about the child or the child's family, using language that threatens, humiliates, or frightens the child, etc.)
- Separation of a child from the group (except as mentioned under behavior management section)
- Punishment for lapses in toilet habits
- Withholding food, light, warmth, clothing, medical care, or any essentials for punishment in accordance with federal and state laws, and state licensing regulations
- Physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm.
- Mechanical restraints.

Bullying Policy

Jack & Jill Early Childhood Learning strives to provide children a safe, orderly and positive environment. We take a "zero-tolerance" stance on any form of "bullying." Bullying can include, but is not limited to: unwelcome name-calling, hitting, exclusion or other conduct, which interferes with a child's ability to develop in a safe environment. No employee of Jack & Jill Early Childhood Learning shall permit, condone or tolerate bullying. Jack & Jill Early Childhood Learning attempts to eliminate all incidents of bullying and to take action to investigate, respond, remediate and discipline acts of bullying. Consequences associated with bullying will be assessed and appropriate action will be taken, taking into consideration the severity and seriousness of the bullying. Sanctions may include counseling, sanctions, interviews with parents or suspension or termination from the childcare program.

Positive Communication between Children and Teachers

Young children's language and understanding of others language is continually developing. At all times Jack & Jill Early Childhood Learning staff will use positive redirection as a way to communicate with children so that they understand the expectations that we have for them. The following is a list of positive redirection statements used consistently by Jack & Jill Early Childhood Learning staff.

Positive:
Walking feet

Negative:
No running

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Doors are teacher touches
Inside voices
Gentle touches
Use your words to talk
Teeth are for eating
Hands are for helping
Ears are for listening
Feet stay on the floor

Don't open the door
No yelling
No hitting
No screaming/no hitting
No biting
No hitting
No talking
No climbing

Other General Information

Birthday Parties

Birthdays are a special time in a child's life. Children and their families are welcome to celebrate birthdays at the center. Please notify the office or your child's teacher if you would like to bring in a treat in advance.

State law requires all treats to be individually wrapped and commercially produced. Jack & Jill Early Childhood Learning requires that all food brought in to the program are peanut and tree nut free due to child allergies. This includes any product made in a setting where peanuts are processed or handled. Please read all labels carefully. All food will be inspected by Director before being distributed to the children. Parents must also supply plates, napkins, and utensils according to what they bring. Birthday snacks, and other special-occasion treats, will be distributed at snack time, after the children have been offered their scheduled snack. Please reserve gifts, party favors, and similar items for at home. Balloons can be a choking hazard; please leave these at home as well. Birthday treats can be purchased from Premier Catering, Inc. to be served on the chosen date of the child's birthday celebration, which include cupcakes, ice cream, etc. Contact the center for pre-purchase of these items.

Food Service

Jack & Jill Early Childhood Learning is a peanut/tree nut restricted center. A nutritious breakfast, lunch and snack are provided for all children enrolled. Jack & Jill Early Childhood Learning contracts with a Food Service Catering Company that employs a trained Food Manager, licensed by the State of Minnesota Department of Public Health, to regulate the food service and maintain current food preparation/serving requirements. Food is included in tuition. All perishable food is stored in a refrigerator. All meals are Child Nutrition Approved by the USFDA.

Breakfast service will conclude at approximately 8:30am. Children must arrive before that time to receive breakfast on a consistent basis. Please refrain from bringing any outside food into the classrooms to be eaten. Children will not be allowed to finish breakfast or snacks in the classroom and parents will be asked to sit with their children in the lobby until food is finished or the child is ready to join the classroom.

Infant Feeding

Parents must provide their own brand of infant formula, or provide breast milk for an infant. A special diet statement is required for a parent opting formula that is not iron-fortified or low iron.

As infants begin to eat jarred baby food, parents are asked to keep the infant staff informed of foods that their child may be served. Parents should indicate what foods their child may have in writing, on the food

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slip provided by the infant staff. Any new changes should be noted on the child's daily report at the time of drop-off. Infant iron-fortified cereal and jarred vegetables and fruit are included in the tuition fees.

As children began to eat table food, parents are asked to indicate on the center's menu form the choices for their child and this should be updated consistently. If parents do not wish their child to be served a specific food found on the menu, they must clearly indicate that in writing to the childcare provider. Understand that choices from the menu are "baby friendly". Staff will break up foods into small bite-sized pieces. Children are encouraged to become independent eaters by using their fingers to feed themselves and infant/toddler cups are available for the children to use.

Jack & Jill Early Childhood Learning follows the Suggested Feeding Schedule Birth to Three provided by Health Consultants for Child Care, in accordance with the State of Minnesota Rule 3 licensing requirements. A copy is provided in the infant registration packet. Jack & Jill Early Childhood Learning wants to cooperate with parents' food choices, schedules and patterns. Licensing requirements must be satisfied to ascertain that each child is served the adequate amount of formula, breast milk or milk, fruits and vegetables, as required on a daily basis.

Toddlers and Preschool Children

Toddlers and Preschool children are served appropriate portions in accordance with the required licensing portions. Toddlers and Preschoolers eat all meals in their classrooms. The food is brought to the room on a cart and served to the children. Children are encouraged to eat independently, wash their hands independently, and clean up their trays. Understand that choices from the menu are made "child friendly". Staff will break up foods into pieces as needed.

School-Age Children

School-Age children are served appropriate portions in accordance with the required licensing portion sizes. School-Age children eat meals in the classroom. Some meals are served on field trips off campus. Children are responsible for clean-up of their trays. The staff expects appropriate table and eating manners and will help children with these skills.

Toddler, Preschool and School-Age children say a "Wish" before breakfast, lunch, and snack. Children are given the option to say the Wish: *We wish for food, peace and love for the children around the world. Thank you and enjoy your breakfast.* The Wish is said both orally and in sign language. It is not a requirement. Children may opt to sit quietly while the Wish is said and then the children may eat their meal.

Apparel and Personal Property

Children are asked to wear clothing that is comfortable and easy to move and play in. Tennis shoes are recommended for safety, but all children must wear closed toed shoes and socks each day. Children must be adequately dressed for outdoor and indoor play. The children's day may consist of using paint, sensory materials, food products, and outdoor materials. Even though our staff members take precautions to keep children clean, clothing may get messy or dirty.

Each child has a designated space to hang their clothes and put their personal belongings. All items brought should be labeled with the child's name. The program is not responsible for lost or damaged personal belongings.

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Video Policy

Jack & Jill Early Childhood Learning staff may show videos to the children in their care, typically the school age children during the summer day camps and/or a school release day due to inclement weather. Any video shown will be educational or tied to a thematic or seasonal unit. Video time will be appropriately limited. Videos may be shown during the daytime or before 5:30 in the evening. Children who are not interested in video time will be given another choice for play. If parents pick up during video time, they may sit with their child or take them at any time. Children do not have to stay. School Age videos may need special parent permission for viewing.

Pets

Currently Jack & Jill Early Childhood Learning does not allow pets/animals at either location.

Insurance

Our childcare center carries general liability insurance for all registered children while they are at the center.

Affirmative Action

It is the policy of Jack & Jill Early Childhood Learning not to discriminate on the basis of age, sexual orientation, race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, failure to ensure program access for disabled persons, and activities or employment policies as required by Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973 and the Minnesota Human Rights Act, MN Statute 363A.01 et. seq. Inquiries regarding compliance with this practice may be directed to Director of the Office of Civil Rights, Department of Health and Human Services, Washington, D.C.

Jack & Jill Early Childhood Learning will also comply with the Individuals with Disabilities Education Act, as applicable.

Program Information

Outdoor Play

Daily outdoor activity is very important for your children and is planned whenever possible. It is the center's policy that children who are well enough to come to the program are well enough to go outdoors. The fresh air and the movement is something that each child needs daily for general well-being and healthy development. We will not take the children outdoors during inclement weather, based on the temperatures and recommendations provided by the local weather center.

If children are dressed properly, weather conditions should not pose any health risk. It is the parent's responsibility to provide appropriate clothing for the weather conditions. In winter, children should have mittens, boots, hats, snowsuits, or winter jackets and snow pants available to them. In the summer, they should have cool tops, shorts, socks, and closed-toe shoes available. All clothing articles should be labeled and maintained in the child's locker.

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School Age Field Trips

Off campus field trips are planned for children participating in the center's JJ's Jam school age program. A parent must complete the General Field Trip Permission Form and the Participation Agreement and Complete Waiver and Release in order for their child to participate in any field trip or special event. We will provide the same responsible adult supervision for these excursions as we do while they are attending the program. The field trips are a fun and educational part of the program. Parents are welcome to join us on field trips. Transportation will be provided by one of the following:

- School bus or van and/or contracted bus services via a contracted charter company. All buses will comply with Federal Motor Vehicle Safety Standards.
- By Jack & Jill Early Childhood Learning trained staff members who have completed current training through the MN Department of Transportation and renew their training every 5 years.
- By foot (typically less than one mile round trip).

School age children wear center T-shirts on field trip days so that the children may be easily identified. Parents/Guardians are required to sign a Permission Release Form allowing their child to attend a field trip and adventure offsite from the childcare program.

Multicultural Policy

Our program is committed to multicultural education. This means we share a commitment to human rights, dignity of the individual and social justice. We strive to create a program that truly reflects the lives of our children, families, staff, and community. By recognizing the impact cultures has on families, we will make every effort to provide culturally responsive childcare by affirming human differences and the right of people to make choices about their own lifestyle. We seek to recognize, appreciate, and respect the uniqueness of each child.

Program Plan Goals and Objectives

This program plan will be developed and evaluated in writing annually by a staff person qualified as a teacher under part 9503.0032. The program plan is available to parents upon request.

Jack & Jill Early Childhood Learning has specific educational goals and objectives for each age category. The intellectual, physical, social, and emotional progress of each child will be documented in the child's record and conveyed to the child's parents during parent-teach conferences, and are available upon request.

Infant through Preschool

Physical Development

It is the Center's objective to provide an environment that fosters growth in gross and fine motor development at developmentally age appropriate levels for each child.

Gross Motor Objectives:

- Develop balance and spatial relationships.

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- Develop coordination skills.
- Develop confidence and skills with playground equipment.
- Develop eye-hand coordination.

Fine Motor Objectives:

- Develop skills in using classroom tools.
- Develop success with dressing skills.
- Concentration.
- Complete cycle of activity.
- Eye-hand coordination.
- Development of motor skills for writing.

Intellectual Development

It is this program's objective to provide an environment that fosters growth in language, math, science, sensorial skills and geography at developmentally age appropriate levels for each individual child.

Language Skills (Pre-reading and reading skills) Objectives:

- Exposure to expressive and receptive communication patterns.
- Develop and expand vocabulary.
- Exposure to phonics.
- Exposure to language concepts and their application.
- Application of pre-reading skills.

Math Processing Skills Objectives:

- Develop math vocabulary.
- Understand mathematical concepts and process.
- Recognition of symbols and quantities.
- Exposure to geometry.
- Develop problem solving and thinking skills.

Sensory Skills Objectives:

- Develop understanding of size, shape, color and texture.
- Develop awareness of one's environment and materials in their surroundings.
- Exposure to vocabulary to describe sensorial concepts.

Social Development

It is this program's objective to provide an opportunity for each child to develop positive growth in relationships with peers, adults, and environment.

Objectives:

- Develop listening and group skills.
- Develop skills in communication.
- Develop problem solving skills in interrelationships.
- Develop skills that foster respect for self, environment and others.
- Role playing/dramatic play skills.

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Emotional Development

It is the Center's objective to provide an environment that fosters an opportunity for growth in self-esteem.

Objectives:

- Develop a safe, secure and predictable environment.
- Provide a warm, nurturing atmosphere.
- Provide opportunities for children to experience many successes.
- Develop an environment where a positive self-concept is nurtured.
- Validate and respect feelings of others.

Learning Centers

Jack and Jill's program provides interest centers for children. These interest centers are maintained and supervised by the staff. These centers include:

- Creative arts and crafts.
- Construction.
- Dramatic or practical life activities.
- Science.
- Listening.
- Reading Readiness.
- Music.
- Fine motor activities.
- Large muscle activities.
- Sensory stimulation activities.

Activities That Foster Growth

Physical Development

Physical: Gross Motor Skills

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

Physical: Fine Motor Skills

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

Intellectual Development

Intellectual Skills: Math

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

Intellectual Skills: Language

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

Intellectual Skills: Sensorial

Shape activities and vocabulary, size activities, color activities, smelling, touch / texture activities, tasting activities, blindfold activities and listening activities.

Intellectual Skill: Problem Solving

Science activities, educational computer games, board games, “what if” questions, “solve the problem”, patterning, predicting, and sequencing activities.

Social Development

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

Emotional Development

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

Developmental Goals

Infants

The Jack & Jill Early Childhood Learning infant room provides a safe and nurturing environment which fosters growth, development, and reinforcement of the following behaviors, skills, and concepts.

Physical Development: It is the Center’s objective to provide an environment that fosters growth in gross and fine motor development at developmentally appropriate levels for each infant.

Gross Motor Objectives:

- Develop muscles to hold head and chest up.
- Develop muscles to roll stomach to back and onto sides.
- Develop ability to swipe objects with hands.
- Develop hand and arm control to hold bottle.
- Coordinate muscles, arms, and legs to crawl.
- Develop strength to pull self up.
- Walks with support.
- Develop muscle strength to walk without support.

Fine Motor Objectives:

- Develops ability to hold a rattle or small object.
- Tracks a moving object with eyes.
- Develops control to feed self with spoon and/or fingers.

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- Exchanges object between hands.
- Picks up blocks with either hand.
- Develops ability to bring objects together with hands.
- Develops ability to place objects into a container.
- Grasps a tiny object using a pincer grasp.
- Drinks from a cup with assistance.
- Develops ability to turn pages.

Intellectual Development: It is this program's objective to provide an environment that fosters growth in language, critical thinking, exploration, concentration and sensorial skills at developmentally appropriate levels for each infant.

Cognitive Objectives:

- Explores objects with mouth and hands.
- Connects sight with sounds.
- Discriminates needs.
- Follows falling object with eyes.
- Sustains an activity for an age-appropriate amount of time.
- Finds a partially hidden toy.
- Searches for a hidden object

Social Development: It is this program's objective to provide an opportunity for each infant to develop positive and nurturing relationships with peers, adults, and their environment.

Social/Emotional Objectives:

- Focuses on face of caregiver or another infant.
- Responds to voice.
- Smiles responsively.
- Discriminates wants.
- Plays independently.
- Plays simple games (Ex: Peek-A-Boo, Itsy Bitsy Spider).

Language Development: It is this program's objective to provide an opportunity for each infant to develop expressive and receptive language with each other, and their caregivers.

Language Objectives:

- Laughs and responds with a smile.
- Utters speech sounds.
- Babbles responsively.
- Repeats same sound (Ex: Ba, ba, ba, Da, da, da).
- Imitates sounds.
- Refers to parents with names.
- Responds to instructions.

Two Year-Olds

For two year-olds, Jack & Jill Early Childhood Learning classrooms provide growth, development and reinforcement of these behaviors, skills and concepts.

Physical Development

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

Social/Emotional Development

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

Communication/language Development

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

Thinking/Intellectual Development

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

Three Year-Olds

For three year-olds, Jack & Jill Early Childhood Learning classrooms provide growth, development and reinforcement of these behaviors, skills and concepts.

Physical Development

- Threads beads or macaroni on string.
- Uses a fork and spoon.
- Draws basic shapes.

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- Begins to use scissors.
- Walks on the balance beam.
- Jumps from stool or step.
- Hops in place on 1 foot.
- Catches and throws a large ball.
- Regulates body functions.
- Walks stairs with alternating feet.

Social/Emotional Development

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

Communication/Language Development

- Cooperative in small groups.
- Understands being a part of a group.
- Begins to use pronouns.
- Enjoys stories, especially humor.
- Likes to make silly names and running words.
- Developing a vocabulary of 1200 words by 48 months.
- Likes to discuss things at length with peers.

Thinking/Intellectual Development

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

Four Year-Olds

For four year-olds, Jack & Jill Early Childhood Learning classrooms provide growth, development and reinforcement of these behaviors, skills and concepts.

Physical Development

- Balances easily on one foot.
- Can gallop.
- Hops forward on 1 foot.

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- Works a ten piece puzzle.
- Cuts along line with scissors.
- Copies a few letters with some accuracy.
- Can lace shoes.
- Draws with purpose and design.
- Manipulates small pieces to make designs.

Social/Emotional Development

- Enjoys a cooperative group play.
- Engages in “role playing” frequently.
- Enthusiastic, adventurous and eager to please.
- Specialized interests.
- High level of imagination.
- Polite, outgoing, and sometimes boastful.
- Developing jealousy of other children.
- Needs an outlet for aggressive behaviors.
- Begins to exclude specific children from games (varies daily).

Communication/Language Development

- Begins to negotiate with peers.
- Uses name calling to feel powerful.
- Most of language is now directed to other children.
- Maintains 20-30 minute conversation.
- Tells “secrets” to friends.
- Enjoys stories with blanks they get to fill in.
- Language becomes exaggerated.
- Vocabulary increasing dramatically.

Thinking/Intellectual Development

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

Five Year-Olds

Jack & Jill Early Childhood Learning’s 5 year old classrooms provide growth, development and reinforcement of these behaviors, skills, and concepts.

Physical Development

- Catching and throwing medium sized balls.

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- Hops backwards.
- Enjoys wheeled riding toys.
- Learning to skip.
- Completing a 10+ piece puzzle.
- Beginning to tie shoes.
- Preference developing for right or left hand.
- Buttons and zips.
- Copies most letters and shapes.

Social/Emotional Development

- Pleasant personality, likes to help.
- Responds to praise and positive guidance.
- Enjoys groups of friends.
- Has difficulty admitting he/she is wrong.
- Sometimes needs to be alone to regroup and regain control.
- Dramatic play is very involved with assigned roles, specific settings and duties.
- Imagination is still very active.
- Creative but beginning to be aware of conforming within a group.
- Dress themselves.

Communication/Language Development

- Ask “Why” and “How” of many things.
- Experiments with other languages-counting in Spanish, saying hello in Chinese.
- Conversational language is well developed and dialogue between peers is sustained and detailed.
- Developing an appreciation of poetry and rhymes.
- Enjoys creating and acting in skits.
- Likes to “Read” to younger children.

Thinking/Intellectual Development

- Likes long-term projects with a resulting product.
- Enjoys designing new things on paper.
- Loves humor in books.
- Creates patterns to use in art projects.
- Likes to explore how things evolve.
- Solves problems through imitations and insight.
- Enjoys games that help with letter, number, color, and shape recognition.
- Understands some abstract words and concepts-seasons, days of the weeks and months.

School-Age Children

Jack & Jill Early Childhood Learning’s school-age programs (JJ’s Jam School Age Care) provide growth, development, and reinforcement of these behaviors, skills and concepts at age-appropriate levels.

Physical Development

- Develops coordination, strength, and balance.
- Develops confidence and skill in organized games and sports.

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- Develops balance and spatial relationships.
- Develops mechanical skills.
- Increases strength, speed, and smoothness of eye-hand coordination.
- Develops and refines use of classroom tools.
- Continues to develop concentration and attention span.

Thinking/Intellectual Development

- Develops and practices math processing skills.
- Develops and expands science skills through experimentation.
- Uses and improves technological skills.
- Develops problem solving and thinking skills.
- Enhances talents and creativity.

Communication/Language Development

- Expands listening and group interaction skills.
- Develops problem solving skills in interrelationships.
- Develops verbal/nonverbal communication skills.
- Development and application of language, reading, and writing skills.

Math Processing Skills

- Experiments with science.
- Exposure to technology.

Social Emotional Development

- Develops and reinforces appropriate social interaction.
- Develops interpersonal relationships.
- Develops and enhances personal self-esteem and awareness.
- Enhances individual talents and creativity.

Nap and Rest Policy

Sleep and opportunities to rest are very important parts of a child's day. At Jack & Jill Early Childhood Learning we encourage all children to nap or rest at different points throughout the day. Some policies regarding nap time are general and therefore applicable to all staff members in the center. Other policies are specific to age groups as listed below.

General Napping Policies

1. Each child must have a designated cot or crib to sleep on. Cribs/cots must be labeled with the child's name that is using it for sleeping. Any crib/cot that is shared between children must be fully sanitized through the 3-step sanitizing process before another child uses it.
2. A map must be posted in each classroom to indicate each child's designated cot or crib.
3. Cots/Cribs must be sanitized weekly (preferably on the same day each week) by staff members with the 3-step sanitizing process. They must also be cleaned through the same 3-step sanitizing process when soiled with bodily fluids or when they appear to be dirty.
4. Children must be within sight and sound of a staff member in all classrooms during napping time. At no time may children be left alone in a classroom for any period of time.

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5. A child's face must remain UNCOVERED at all times during nap/rest time. At no time may a blanket, stuffed animal, or any other object be placed over a child's head by a caregiver or the child themselves.
6. A child who has completed a nap or rested quietly for 30 minutes must not be required to remain on a cot, mat, or in a crib or bed.
7. Naps and rest must be provided in a quiet area that is physically separated from children who are engaged in activity that will disrupt a napping or resting child. Cribs, cots, beds, and mats must be placed so there are clear aisles and unimpeded access for both adults and children on at least one side of each piece of napping or resting equipment. Cribs, cots, beds, and mats must be placed directly on the floor and must not be stacked when in use.
8. Separate bedding must be provided for each child in care. Bedding must be washed weekly and when soiled or wet. Blankets must be washed or dry cleaned *weekly and when soiled or wet*.

Infant Napping Policies

1. Jack & Jill Early Childhood Learning follows procedures to prevent Sudden Infant Death Syndrome while in care including but not limited to:
 - a. All children age 6 weeks to 16 months may only sleep in a crib unless authorized by parents to begin sleeping on a cot via a "Cot Variance." At no time may children sleep in swings, bouncy seats, on a boppy, in high chairs, on the floor, or in any other place besides a crib.
 - b. Only sleep sacks are used at Jack & Jill Early Childhood Learning in cribs. Sleep sacks must be fully zipped with children's arms outside of the coverings. At no time may blankets, stuffed animals, or other objects be placed in a crib with a child.
 - c. Cribs are to be strictly used for napping purposes. Cribs cannot be used for redirection or punishment.
 - d. Each infant will be placed to sleep on the infant's back, unless there is documentation from the infant's physician directing an alternative sleeping position for the infant. The directive must be on a form approved by the commissioner of DHS. An infant who independently rolls onto its stomach after being placed to sleep on its back may be allowed to remain sleeping on its stomach if the infant is at least six months of age or the infant's parent has signed a statement indicating that the infant regularly rolls over at home. Each infant will be placed to sleep in a crib on a firm mattress with a fitted sheet that is appropriate to the mattress size, that fits tightly on the mattress, and overlaps the underside of the mattress so it cannot be dislodged by pulling on the corner of the sheet with reasonable effort. Nothing else will be placed in the crib with the infant except for the infant's pacifier.
 - e. If an infant falls asleep before being placed in a crib, the infant will be moved to a crib as soon as practicable, and staff members must keep the infant within sight until the infant is placed in a crib. When an infant falls asleep while being held, a staff member must consider the supervision needs of other children in care when determining how long to hold the infant before placing the infant in a crib to sleep. The sleeping infant must not be in a position where the airway may be blocked or with anything covering the infant's face.
 - f. Placing a swaddled infant down to sleep in a licensed setting is not recommended for an infant of any age and is prohibited for any infant who has begun to roll over independently. However, with the written consent of a parent or guardian, staff members may place the infant who has not yet begun to roll over on its own down to sleep in a one-piece sleeper equipped with an attached system that fastens securely only across the upper torso, with no constriction of the hips or legs, to create a swaddle. Prior to any use of swaddling for sleep, Jack & Jill Early Childhood Learning will obtain informed written consent for the use of swaddling from the parent or guardian of the

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infant on a form provided by the commissioner and prepared in partnership with the Minnesota Sudden Infant Death Center.

Toddler and Preschool Napping Policies

1. Staff members must be conscious of the time that they are putting cots out in the classroom. Cots can become a tripping hazard for children if placed out too early. Staff members should not place cots onto the floor more than 15 minutes before the classroom's scheduled nap time. Putting cots out too early allows children to be on their cots too early, causing nap/rest time to become too long.
2. At no time can children who are awake be asked to stay on their cot for more than 30 minutes. Staff members should plan accordingly, and have quiet activities or quiet bags available for children to do independently in a quiet activity area away from the sleeping children.
3. Typical child to teacher ratios do not apply during nap/rest time in toddler and preschool aged classrooms. The number of awake children in the classroom cannot exceed the appropriate ratio (ex, more than 7 toddlers awake or more than 10 preschoolers awake). If more children wake up than allotted for the number of staff in the classroom, staff members must contact administration who will then rectify the problem immediately. If this is a consistent problem, please let administration know so that staffing patterns may be adjusted as needed.

Maltreatment of Minors Mandated Reporter Policy

Who Should Report Child Abuse and Neglect

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

Where to Report

- If you know or suspect that a child is in immediate danger, call 911.
- Reports concerning suspected abuse or neglect of children occurring in a licensed child foster care or family childcare facility should be made to county child protection services.
- Reports concerning suspected abuse or neglect of children occurring in all other facilities licensed by the Minnesota Department of Human Services should be made to the Department of Human Services, Licensing Division's Maltreatment Intake line at (651) 431-6600.
- Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community should be made to the local county social services agency at 612-348-3552 for Hennepin County and 763-324-1440 for Anoka County or local law enforcement by calling 911.
- If your report does not involve possible abuse or neglect, but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the Department of Human Services Licensing Division at (651) 431-6500.

What to Report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556) and are attached to this policy.
- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extent of the

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maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.

- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

Failure to Report

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

Retaliation Prohibited

An employer of any mandated reporter shall not retaliate against the mandated reporter for reports made in good faith or against a child with respect to whom the report is made. The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has occurred.

Internal Review

When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, Jack & Jill Early Childhood Learning will complete an internal review within 30 calendar days and take corrective action, if necessary, to protect the health and safety of children in care. The internal review will include an evaluation of whether:

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

Primary and Secondary Person or Position to Ensure Internal Reviews are Completed

The internal review will be completed by the Company's Administration. If someone within the Company's Administration is involved in the alleged or suspected maltreatment, Carol Arens, the Company's owner, will be responsible for completing the internal review. If Carol Arens is involved in the alleged or suspected maltreatment, a member of the Company's Administration will complete the internal review.

Documentation of the Internal Review

Jack & Jill Early Childhood Learning will document completion of the internal review and make internal reviews accessible to the commissioner immediately upon the commissioner's request.

Corrective Action Plan

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Based on the results of the internal review, Jack & Jill Early Childhood Learning will develop, document, and implement a corrective action plan designed to correct current lapses and prevent future lapses in performance by individuals or the license holder, if any.

Staff Training

Jack & Jill Early Childhood Learning will provide training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556). Jack & Jill Early Childhood Learning will document the provision of this training in individual personnel records, monitor implementation by staff, and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14.



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***Jack and Jill's Vision is C.L.E.A.R. We are educators providing children with
Care, Leadership, Education, Attention, and Respect.***

PARENT CONTRACT

I _____ have read and understand Jack & Jill Early Childhood Learning's Handbook for Families. I agree to follow and be bound by the policies and procedures enclosed in the handbook. I realize that if I have any questions regarding anything in the handbook that I should have them clarified by the Director or Administrator. I also understand that if I fail to comply with the policies as specified in the handbook, the Director and/or Administrator, reserve the right to withdraw my child from the program of Jack & Jill Early Childhood Learning.

Parent/Guardian

Date

Print Enrolled Child's Name

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ATTACHMENT A

STANDARD EXCLUSION POLICIES OF ILL CHILDREN AND STAFF

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Standard Exclusion Policies of Ill Children/Staff

Certain symptoms suggest the presence of illness. Children and staff who have the symptoms noted below should be excluded from the child care setting until:

- A health care provider has determined the symptoms are not associated with an infectious agent (use **Form H-400** if needed or for persistent illness).
- There is no longer a threat to the health of children and/or staff in the program **and**
- The child is well enough to participate in normal daily activities.

NOTE: Child care programs that are licensed by state agencies are mandated to follow exclusion guidelines for sick children, however state guidelines sometimes are separate from public health recommendations. Most state guidelines do not exclude the mildly ill child. Also, there are different guidelines for programs licensed to operate a sick care program. If a program is licensed, the licensing guidelines dictate the program policy.

Exclude children or adults with one or more of the following illnesses or symptoms:

- A **reportable condition** that the commissioner of health determines to be contagious and a physician determines has not had sufficient treatment to reduce the risk to others.
- An illness which **prevents participation** in normal daily program activities.
- An illness which results in **more care** than the program can provide without compromising the health and safety of others.
- **Fever** – accompanied by sore throat, rash, vomiting, diarrhea, ear ache, irritability, or confusion. Use temperature before fever reducing medications are given.

<u>Fever</u>	> 4 Months	< 4 Months	<2 Months
	100°F axillary (under the arm)	100°F axillary	get medical
	101°F orally	101°F rectally	attention within
	102°F rectally		an hour.

- **Diarrhea** that is not contained by diapers or toilet use, and/or causing excessive handling (as defined as three or more abnormally loose stools during previous 24 hours), or until diarrhea is gone if it is determined to be from an infectious agent.
- **Vomiting** – two or more times in a 24 hour period.
- **Mouth sores** associated with inability to control saliva, unless health care provider states child is noninfectious.
- **Rash** with fever or behavior change, until a medical exam indicates it is not associated with an infectious agent.
- **Bacterial infections** such as **Impetigo** or **Streptococcal pharyngitis** until 24 hours after treatment has been initiated.
- **Eye drainage** – until a medical exam approves readmission, with or without treatment.
- **Respiratory distress:** fast, difficult, or different breathing, uncontrolled coughing, and/or wheezing.
- **Unusual color of skin, eyes, stool or urine** until a medical exam approves readmission.
- **Unexplained lethargy and/or signs of possible severe illness.**
- **Lice, ringworm or scabies** that is untreated and contagious to others.
- **Chicken Pox** until all of the lesions are crusted and dried.

Source: American Academy of Pediatrics, Exclusion and Inclusion of Ill Children in Child Care Facilities 2003
Hennepin County Community Health Department, Infectious Diseases in Childcare Settings and Schools 1/2003

ATTACHMENT B
CHILD CARE EMERGENCY PLAN
JACK & JILL EARLY CHILDHOOD LEARNING
BLAINE

Jack & Jill Early Childhood Learning

Family Handbook: Revised September 2021



Child Care Emergency Plan

Instructions: State law requires the following providers to use this form to create an emergency preparedness plan: (1) licensed child care centers (Minn. Stat. 245A.41, Subd. 3), (2) licensed family child care providers (Minn. Stat. 245A.51, Subd. 3), and (3) certified child care centers (Minn. Stat. 245H.15). Please refer to the Keeping Kids Safe planning guide for guidance in creating your emergency preparedness plan.

1. Provider Information			
DATE CREATED	DATE(S) REVISED		
12/5/18	09/07/2021		
PROVIDER NAME			
Unlimited Potential In Education of Blaine, Inc.			
ADDRESS		CITY	STATE ZIPCODE
11870 Ulysses Street NE, Suite 100		Blaine	MN 55434
PHONE NUMBER	EMERGENCY PHONE		
763-784-1451	651.755.2719 or 651.785.4912		
2. Shelter-in-Place / Lockdown Procedures <small>If we need to stay in the building due to an emergency, the following procedures will be followed</small>			
LOCATION 1 (IN-BUILDING)		LOCATION 2 (IN-BUILDING)	
Classroom bathrooms		Main hallway storage area	
PROCEDURES FOR SHELTER-IN-PLACE / LOCKDOWN <small>Describe your procedures (who, what, where, when)</small>			
Once a CODE RED is called over the walkie talkies, all children/staff are moved in an orderly fashion into the classroom bathrooms and/or the main hallway storage area. A designated Administrative person/Owner will be in charge of calling an all clear when safe to do so.			
SHELTER-IN-PLACE / LOCKDOWN FOR CHILDREN WITH DISABILITIES OR CHRONIC MEDICAL CONDITIONS <small>Include any special circumstances or procedures needed for children with disabilities or chronic medical conditions</small>			
Each special needs child will be assigned a staff person(s) to make sure that they are safely transported to the shelter area on an "as needed" basis. Each classroom has an ER backpack which contains emergency contact information for each child, a flashlight, all medications needed, and a basic first aid kit.			
Notification			
EMERGENCY RESPONDERS WILL BE NOTIFIED WHEN			
Emergency situations arise such as, but not limited to: Fire, Medical, Gas/Chemical, Storm/Flood, & HazMat			
PARENTS / GUARDIANS WILL BE NOTIFIED WHEN			
As soon as the situation is either stabilized enough or an "all clear" has been established by a member of the Admin Team or Owner. Parents/Guardians will be notified via e-mail.			
Emergency Kit for Shelter-in-Place / Lockdown Situations			
PLEASE DESCRIBE YOUR EMERGENCY KIT. Please see Keeping Kids Safe for more information about how to use your emergency kit during shelter-in-place and lockdown situations			
Flashlight			
Batteries			
Binder with emergency contact information for all children			
Weather/News Radio			
Snacks			
Medications			
First Aid Kit - band aids, gauze, etc.			

Last Updated 10/17

Jack & Jill Early Childhood Learning

Family Handbook: Revised September 2021

3. Evacuation and Relocation Procedures

IF WE NEED TO EVACUATE OUR SITE AND RELOCATE TO ANOTHER SITE, THE FOLLOWING PROCEDURES WILL BE FOLLOWED

EVACUATION ROUTES AND EXITS Show how you and the children will leave from any room in the building

Evacuation maps are clearly posted in all classrooms for fire and severe weather routes of evacuation.

EVACUATING INFANTS AND TODDLERS Describe any special circumstances or procedures needed for evacuating infants and toddlers from the building

25% of all cribs are installed with evacuation kits which have heavy duty wheels and allow for transporting over rough terrain. There are buggies available for other children too young to walk or with special needs.

EVACUATING CHILDREN WITH DISABILITIES OR CHRONIC MEDICAL CONDITIONS Describe any special circumstances or procedures needed for evacuating children with disabilities or chronic medical conditions from the building including procedures for storing a child's medically necessary medicine

Each special needs child will be assigned a staff person(s) to make sure that they are safely transported to the shelter area on an "as needed" basis. Each classroom has an ER backpack which contains emergency contact information for each child, a flashlight, all medications needed, and a basic first aid kit.

Notification

EMERGENCY RESPONDERS WILL BE NOTIFIED WHEN

Emergency situations arise such as, but not limited to: Fire, Medical, Gas/Chemical, Storm/Flood, & Hazmat.

PARENTS / GUARDIANS WILL BE NOTIFIED WHEN

As soon as the situation is either stabilized enough or an "all clear" has been established by a member of the Admin Team or Owner. Parents/Guardians will be notified via e-mail. A device with access to parent contact lists would be considered part of the equipment for an off-site evacuation.

Emergency Kit for Evacuation and Relocation Situations

DESCRIBE YOUR EMERGENCY KIT. Please review Keeping Kids Safe for more information about how to use your emergency kit during evacuation and relocation situations

Same Emergency Kit used for both situations including sign-in/out sheets for off-site relocation.

Relocation - Location 1

BUILDING NAME	REASON(S) TO EVACUATE TO LOCATION 1		
Blaine Fire Department	Fire, flood, chemical/gas leak		
ADDRESS	CITY	STATE	ZIP CODE
11920 Ulysses Street NE	Blaine	MN	55434
PHONE NUMBER	EMERGENCY PHONE		
763.767.4003	911		

TRANSPORTATION TO LOCATION 1

On foot

OTHER DETAILS

Building directly to the north of our location

Relocation - Location 2 (optional)

BUILDING NAME	REASON(S) TO EVACUATE TO LOCATION 2		
Blaine Medical Center	Fire, flood, chemical/gas leak		
ADDRESS	CITY	STATE	ZIP CODE
11855 Ulysses Street NE	Blaine	MN	55434
PHONE NUMBER	EMERGENCY PHONE		
763.581.0555			

TRANSPORTATION TO LOCATION 2

on foot

OTHER DETAILS

Building across the street directly to the east.

Jack & Jill Early Childhood Learning

Family Handbook: Revised September 2021

4. Parent/Guardian and Child Reunification Procedures

If we need to evacuate, shelter-in-place, or when parents/guardians are unable to get to children, the following procedures will be followed to reunite children with parents/guardians or designated contacts as soon as it is safe.

PARENTS / GUARDIANS WILL BE NOTIFIED WHEN

As soon as the situation is either stabilized enough or an "all clear" has been established by a member of the Admin Team or Owner. Parents/Guardians will be notified via e-mail. A device with access to parent contact lists would be considered part of the equipment for an off-site evacuation.

PARENT/GUARDIAN CONTACT INFORMATION WILL BE MAINTAINED IN THIS LOCATION

All ER Backpacks will have copies of the emergency contact cards with all pertinent information regarding parent/guardian and alternate pick-up contacts.

Release Children will only be released to parents/guardians or other individuals listed on the child's form (with proper identification)

OTHER DETAILS ABOUT REALEASE OR REUNIFICATION

Each teacher would have sign-in/out sheets for their classroom as well as a copy of the emergency contact card to verify the release of the child(ren) as well as an additional cross-check by a member of the Admin team.

5. Continuing Operations Procedures

In the period during and after a crisis, the following procedures will be followed regarding continuing operations

Notification and Decision Making

THE FOLLOWING PEOPLE WILL NEED TO BE NOTIFIED AND BE A PART OF THE DECISION-MAKING PROCESS REGARDING CONTINUED OPERATIONS DURING A CRISIS

Carol Arens - Owner/Administrator: 651.755.2719

Chris Hove - Owner: 651.785.4912

Scott Murphy - Insurance Agent: 763.200.9410 (or broker in place)

State Licensor, Joy Saengmany: 651.431.5729 (or the assigned Licensor)

THE FOLLOWING PEOPLE WILL NEED TO BE NOTIFIED AND BE A PART OF THE DECISION MAKING-PROCESS REGARDING CONTINUED OPERATIONS AFTER A CRISIS

Carol Arens - Owner/Administrator: 651.755.2719

Chris Hove - Owner: 651.785.4912

Scott Murphy - Insurance Agent: 763.200.9410 (or broker in place)

State Licensor, Joy Saengmany: 651.431.5729 (or the assigned Licensor)

ANY ADDITIONAL CONSIDERATIONS FOR OPERATIONS

To be determined as necessary

6. Emergency Contact Information**For Emergencies - Dial 911****Law Enforcement Agencies**

CITY (if applicable)	CONTACT NAME	
City of Blaine		
NON-EMERGENCY NUMBER	24-HOUR EMERGENCY NUMBER	
763.785.6168	911	
CITY (if applicable)	CONTACT NAME	
NON-EMERGENCY NUMBER	24-HOUR EMERGENCY NUMBER	

Utility Emergency Phone Numbers

ELECTRIC	COMPANY	
Connexus Energy		
CONTACT PERSON	24-HOUR EMERGENCY NUMBER	
	763.323.2650	
GAS	COMPANY	
CenterPointe Energy		
CONTACT PERSON	24-HOUR EMERGENCY NUMBER	
	612.372.4727	
WATER	COMPANY	
City of Blaine		
CONTACT PERSON	24-HOUR EMERGENCY NUMBER	
	763.427.1212	

General Emergency Resource Numbers

MINNESOTA POISON CONTROL	PHONE NUMBER
	800-222-1222
CRIME VICTIM SERVICES	PHONE NUMBER
POST-CRISIS MENTAL HEALTH HOTLINE	PHONE NUMBER
FIRE DEPARTMENT	PHONE NUMBER
City of Blaine	763.767.4003
OTHER	PHONE NUMBER
NAME OF INSURANCE AGENCY	
Boulder Ridge Insurance Brokers	
INSURANCE CONTACT PERSON	PHONE NUMBER
Scott Murphy	763.200.9410

Licensing or Certification Information

LICENSING OR CERTIFICATION NUMBER	
LICENSED OR CERTIFIED BY STATE OR COUNTY	
LICENSOR NAME	LICENSOR PHONE

Child Care Assistance Program (CCAP) Information (If applicable)

CCAP PROVIDER ID	
CCAP AGENCIES REGISTERED WITH	CCAP AGENCY PHONE NUMBER(S)

Jack & Jill Early Childhood Learning

Family Handbook: Revised September 2021

7. Identification of Hazards

This section is provided as a resource for your emergency preparedness. It allows you to identify the risk of certain hazards occurring, the impact that a hazard could have if it did occur, and how you would continue operating during and after the emergency.

Attention licensed child care centers: You are not required to complete this section as you should have already identified potential risks and impacts as part of your Risk Reduction Plan (see Minn. Stat. 245A.66). If you have not addressed any of these hazards that could impact your site, you should use this section or add items to your Risk Reduction Plan.

HAZARDS	RISK OF HARM, POTENTIAL IMPACT AT YOUR SITE, AND PLAN FOR CONTINUING OPERATIONS DURING AND AFTER THE EMERGENCY
Fire	
Flood	
Gas/Chemical Leaks	
Hazardous Materials	
High or Low Temperatures	
Infectious Diseases	
Nuclear Power Plant	Please note, there are two nuclear power plants in Minnesota. Depending on your proximity to these plants, which are located in Welch and Monticello, you may/may not have a potential "risk of harm."
Severe Winter Weather	
Thunderstorm	
Tornado	
Violent Incidents	
Other	

8. Child Emergency Contact Information

You should collect each child's emergency contact information and keep it with your emergency kit(s). Licensed child care centers and licensed family child care providers already collect this information from parents/guardians upon enrollment.

Keep the following information with your emergency kit(s) in case of an emergency:

Child specific information:

- Child's name
- Child's address
- Child's date of birth
- (If applicable) Special instructions for children with disabilities or chronic medical conditions

Parent/guardian information:

- Name(s) & relationship to child
- Preferred contact information (i.e., phone number or email address)
- Alternate emergency contacts
- Individuals authorized for pick-up

For licensed family child care providers, this information is on the first page of each child's Admissions and Arrangements form. Keep a copy of the first page of each child's Admissions and Arrangements form with your emergency kit(s) so that the information can be easily accessed in an emergency.

Please note: Do not post any child-specific information with your emergency plan or share it with other parents.

ATTACHMENT C
CHILD CARE EMERGENCY PLAN
JACK & JILL EARLY CHILDHOOD LEARNING
ST. ANTHONY

Jack & Jill Early Childhood Learning

Family Handbook: Revised September 2021



Child Care Emergency Plan

Instructions: State law requires the following providers to use this form to create an emergency preparedness plan: (1) licensed child care centers (Minn. Stat. 245A.41, Subd. 3), (2) licensed family child care providers (Minn. Stat. 245A.51, Subd. 3), and (3) certified child care centers (Minn. Stat. 245H.15). Please refer to the Keeping Kids Safe planning guide for guidance in creating your emergency preparedness plan.

1. Provider Information			
DATE CREATED	DATE(S) REVISED		
12/5/18	09/07/2021		
PROVIDER NAME			
Unlimited Potential in Education, Inc			
ADDRESS			
2812 Anthony Lane South, Suite #400	CITY	STATE	ZIPCODE
	Saint Anthony	MN	55418
PHONE NUMBER		EMERGENCY PHONE	
612.455.8955		651.755.2719 or 651.785.4912	

2. Shelter-in-Place / Lockdown Procedures <small>If we need to stay in the building due to an emergency, the following procedures will be followed</small>	
LOCATION 1 (IN-BUILDING)	LOCATION 2 (IN-BUILDING)
Tree Frog, Red/Blue Fish, Frogs, Big Bear B Classroom	Warehouse space
PROCEDURES FOR SHELTER-IN-PLACE / LOCKDOWN <small>Describe your procedures (who, what, where, when)</small>	
Once a CODE RED is called over the walkie talkies, all children/staff are moved in an orderly fashion into the classroom bathrooms and/or the main hallway storage area. A designated Administrative person/Owner will be in charge of calling an all clear when safe to do so.	

SHELTER-IN-PLACE / LOCKDOWN FOR CHILDREN WITH DISABILITIES OR CHRONIC MEDICAL CONDITIONS
 Include any special circumstances or procedures needed for children with disabilities or chronic medical conditions

Each special needs child will be assigned a staff person(s) to make sure that they are safely transported to the shelter area on an "as needed" basis. Each classroom has an ER backpack which contains emergency contact information for each child, a flashlight, all medications needed, and a basic first aid kit.

Notification
EMERGENCY RESPONDERS WILL BE NOTIFIED WHEN
Emergency situations arise such as, but not limited to: Fire, Medical, Gas/Chemical, Storm/Flood, & HazMat

PARENTS / GUARDIANS WILL BE NOTIFIED WHEN
As soon as the situation is either stabilized enough or an "all clear" has been established by a member of the Admin Team or Owner. Parents/Guardians will be notified via e-mail.

Emergency Kit for Shelter-in-Place / Lockdown Situations
PLEASE DESCRIBE YOUR EMERGENCY KIT. Please see Keeping Kids Safe for more information about how to use your emergency kit during shelter-in-place and lockdown situations
Flashlight
Batteries
Binder with emergency contact information for all children
Weather/News Radio
Snacks
Medications
First Aid Kit - band aids, gauze, etc.

Last Updated 10/17

3. Evacuation and Relocation Procedures

IF WE NEED TO EVACUATE OUR SITE AND RELOCATE TO ANOTHER SITE, THE FOLLOWING PROCEDURES WILL BE FOLLOWED

EVACUATION ROUTES AND EXITS Show how you and the children will leave from any room in the building

Evacuation maps are clearly posted in all classrooms for fire and severe weather routes of evacuation.

EVACUATING INFANTS AND TODDLERS Describe any special circumstances or procedures needed for evacuating infants and toddlers from the building

25% of all cribs are installed with evacuation kits which have heavy duty wheels and allow for transporting over rough terrain. There are buggies available for other children too young to walk or with special needs.

EVACUATING CHILDREN WITH DISABILITIES OR CHRONIC MEDICAL CONDITIONS Describe any special circumstances or procedures needed for evacuating children with disabilities or chronic medical conditions from the building including procedures for storing a child's medically necessary medicine

Each special needs child will be assigned a staff person(s) to make sure that they are safely transported to the shelter area on an "as needed" basis. Each classroom has an ER backpack which contains emergency contact information for each child, a flashlight, all medications needed, and a basic first aid kit.

Notification

EMERGENCY RESPONDERS WILL BE NOTIFIED WHEN

Emergency situations arise such as, but not limited to: Fire, Medical, Gas/Chemical, Storm/Flood, & Hazmat.

PARENTS / GUARDIANS WILL BE NOTIFIED WHEN

As soon as the situation is either stabilized enough or an "all clear" has been established by a member of the Admin Team or Owner. Parents/Guardians will be notified via e-mail. A device with access to parent contact lists would be considered part of the equipment for an off-site evacuation.

Emergency Kit for Evacuation and Relocation Situations

DESCRIBE YOUR EMERGENCY KIT. Please review Keeping Kids Safe for more information about how to use your emergency kit during evacuation and relocation situations

Same Emergency Kit used for both situations including sign-in/out sheets for off-site relocation.

Relocation - Location 1

BUILDING NAME	REASON(S) TO EVACUATE TO LOCATION 1		
Anthony Lane Office Building	Fire, flood, chemical/gas leak		
ADDRESS	CITY	STATE	ZIP CODE
2817 Anthony Lane South	St. Anthony	MN	55418
PHONE NUMBER	EMERGENCY PHONE		
612.788.6945			

TRANSPORTATION TO LOCATION 1

On foot

OTHER DETAILS

Building next door to the east of our location.

Relocation - Location 2 (optional)

BUILDING NAME	REASON(S) TO EVACUATE TO LOCATION 2		
Franchise Times	Fire, flood, chemical/gas leak		
ADDRESS	CITY	STATE	ZIP CODE
2808 Anthony Lane South	Saint Anthony	MN	55418
PHONE NUMBER	EMERGENCY PHONE		
612.767.3200			

TRANSPORTATION TO LOCATION 2

on foot

OTHER DETAILS

Building next door to the south of our location

Jack & Jill Early Childhood Learning

Family Handbook: Revised September 2021

4. Parent/Guardian and Child Reunification Procedures

If we need to evacuate, shelter-in-place, or when parents/guardians are unable to get to children, the following procedures will be followed to reunite children with parents/guardians or designated contacts as soon as it is safe.

PARENTS / GUARDIANS WILL BE NOTIFIED WHEN

As soon as the situation is either stabilized enough or an "all clear" has been established by a member of the Admin Team or Owner. Parents/Guardians will be notified via e-mail. A device with access to parent contact lists would be considered part of the equipment for an off-site evacuation.

PARENT/GUARDIAN CONTACT INFORMATION WILL BE MAINTAINED IN THIS LOCATION

All ER Backpacks will have copies of the emergency contact cards with all pertinent information regarding parent/guardian and alternate pick-up contacts.

Release Children will only be released to parents/guardians or other individuals listed on the child's form (with proper identification)

OTHER DETAILS ABOUT REALEASE OR REUNIFICATION

Each teacher would have sign-in/out sheets for their classroom as well as a copy of the emergency contact card to verify the release of the child(ren) as well as an additional cross-check by a member of the Admin team.

5. Continuing Operations Procedures

In the period during and after a crisis, the following procedures will be followed regarding continuing operations

Notification and Decision Making

THE FOLLOWING PEOPLE WILL NEED TO BE NOTIFIED AND BE A PART OF THE DECISION-MAKING PROCESS REGARDING CONTINUED OPERATIONS DURING A CRISIS

Carol Arens - Owner/Administrator: 651.755.2719

Chris Hove - Owner: 651.785.4912

Scott Murphy - Insurance Agent: 763.200.9410 (or broker in place)

State Licensor, Kelly St John: 651.431.6530 (or the assigned Licensor)

THE FOLLOWING PEOPLE WILL NEED TO BE NOTIFIED AND BE A PART OF THE DECISION MAKING-PROCESS REGARDING CONTINUED OPERATIONS AFTER A CRISIS

Carol Arens - Owner/Administrator: 651.755.2719

Chris Hove - Owner: 651.785.4912

Scott Murphy - Insurance Agent: 763.200.9410 (or broker in place)

State Licensor, Kelly St John: 651.431.6530 (or the assigned Licensor)

ANY ADDITIONAL CONSIDERATIONS FOR OPERATIONS

To be determined as necessary

6. Emergency Contact Information**For Emergencies - Dial 911****Law Enforcement Agencies**

CITY (if applicable) City of Anthony	CONTACT NAME	
NON-EMERGENCY NUMBER 612.782.3350	24-HOUR EMERGENCY NUMBER 911	
CITY (if applicable)	CONTACT NAME	
NON-EMERGENCY NUMBER	24-HOUR EMERGENCY NUMBER	

Utility Emergency Phone Numbers

ELECTRIC Xcel Energy	COMPANY	
CONTACT PERSON	24-HOUR EMERGENCY NUMBER 1.800.895.1999	
GAS CenterPointe Energy	COMPANY	
CONTACT PERSON	24-HOUR EMERGENCY NUMBER 612.372.4727	
WATER City of St. Anthony	COMPANY	
CONTACT PERSON	24-HOUR EMERGENCY NUMBER 612.782.3400	

General Emergency Resource Numbers

MINNESOTA POISON CONTROL	PHONE NUMBER 800-222-1222
CRIME VICTIM SERVICES	PHONE NUMBER
POST-CRISIS MENTAL HEALTH HOTLINE	PHONE NUMBER
FIRE DEPARTMENT City of St. Anthony	PHONE NUMBER 612.782.3400
OTHER	PHONE NUMBER
NAME OF INSURANCE AGENCY Boulder Ridge Insurance Brokers	
INSURANCE CONTACT PERSON Scott Murphy	PHONE NUMBER 763.200.9410

Licensing or Certification Information

LICENSING OR CERTIFICATION NUMBER	
LICENSED OR CERTIFIED BY STATE OR COUNTY	
LICENSOR NAME	LICENSOR PHONE

Child Care Assistance Program (CCAP) Information (if applicable)

CCAP PROVIDER ID	
CCAP AGENCIES REGISTERED WITH	CCAP AGENCY PHONE NUMBER(S)

Jack & Jill Early Childhood Learning

Family Handbook: Revised September 2021

7. Identification of Hazards

This section is provided as a resource for your emergency preparedness. It allows you to identify the risk of certain hazards occurring, the impact that a hazard could have if it did occur, and how you would continue operating during and after the emergency.

Attention licensed child care centers: You are not required to complete this section as you should have already identified potential risks and impacts as part of your Risk Reduction Plan (see Minn. Stat. 245A.66). If you have not addressed any of these hazards that could impact your site, you should use this section or add items to your Risk Reduction Plan.

HAZARDS	RISK OF HARM, POTENTIAL IMPACT AT YOUR SITE, AND PLAN FOR CONTINUING OPERATIONS DURING AND AFTER THE EMERGENCY
Fire	
Flood	
Gas/Chemical Leaks	
Hazardous Materials	
High or Low Temperatures	
Infectious Diseases	
Nuclear Power Plant	Please note, there are two nuclear power plants in Minnesota. Depending on your proximity to these plants, which are located in Welch and Monticello, you may/may not have a potential "risk of harm."
Severe Winter Weather	
Thunderstorm	
Tornado	
Violent Incidents	
Other	

8. Child Emergency Contact Information

You should collect each child's emergency contact information and keep it with your emergency kit(s). Licensed child care centers and licensed family child care providers already collect this information from parents/guardians upon enrollment.

Keep the following information with your emergency kit(s) in case of an emergency:

Child specific information:

- Child's name
- Child's address
- Child's date of birth
- (If applicable) Special instructions for children with disabilities or chronic medical conditions

Parent/guardian information:

- Name(s) & relationship to child
- Preferred contact information (i.e., phone number or email address)
- Alternate emergency contacts
- Individuals authorized for pick-up

For licensed family child care providers, this information is on the first page of each child's Admissions and Arrangements form. Keep a copy of the first page of each child's Admissions and Arrangements form with your emergency kit(s) so that the information can be easily accessed in an emergency.

Please note: Do not post any child-specific information with your emergency plan or share it with other parents.