



St. Charles
Children's Learning Center
at the College of Southern Maryland

Where learning is child's play



Family Handbook

8730 Mitchell Road
PO Box 910
La Plata, MD 20646
Phone: 301-934-7871
301-934-7873
DC Metro: 301-870-2309, ext. 7871
Fax: 301-934-7872
www.csmd.edu

St. Charles Children's Learning Center at the College of Southern Maryland

Dear Family:

Welcome to the St. Charles Children's Learning Center at the College of Southern Maryland! We are happy to provide you and your child with our services. This handbook is designed to answer most of your questions regarding the Children's Learning Center. Please feel free to ask the director any additional questions not addressed or seek further clarification on any policy.

Please sign this page and return it to the director as soon as possible.

Thank you.

I, _____, have received the St. Charles Children's Learning Center at the College of Southern Maryland Family Handbook, September 2015 edition. I acknowledge that my family is responsible for adhering to center policies as they are stated in this handbook. If I have further questions, I will contact the center director.

Family Signature

Date

Director's Signature

Date

St. Charles Children's Learning Center at the College of Southern Maryland

College of Southern Maryland
8730 Mitchell Road
PO Box 910
La Plata, MD 20646
Phone: 301-934-7871
301-934-7873
DC Metro: 301-870-2309, ext. 7871
Fax: 301-934-7872
E-mail: clc@csmd.edu

www.csmd.edu/clc

Federal Tax Identification Number is 52-0848273

NONDISCRIMINATION POLICY

The College of Southern Maryland does not discriminate on the basis of race, color, national origin, gender, disability, age, sexual orientation, religion, or marital status in its programs or activities. The academic support/ADA coordinator, Disability Support Services-La Plata Campus, Learning Resource Center (LR Building), Room 123, 301-934-7614-has been designated to handle inquiries regarding discrimination on the basis of disabilities. The executive director, Diversity and Equal Opportunity-La Plata Campus, Campus Center (CC Building), Room 208A, 301-934-7658-has been designated to handle all other inquiries regarding discrimination.

Table of Contents

Family Signature Page	2
INTRODUCTION	6
Welcome	6
Mission	7
Philosophy	7
Staff	7
Goals	8
Accreditation	8
Quality Assurance	8
Credentialing	9
Licensing	9
Child/Staff Ratio	9
HOURS OF OPERATION AND ARRIVAL	11
Hours and Days of Operation	11
Holidays and Center Closings	11
Door Access	12
Arrival	12
Dropping Off and Picking Up	12
Authorization for Pick-Up	13
Child Custody	14
EDUCATION AND CURRICULUM	15
Curriculum	15
Daily Schedule	17
Rest and Nap Period	17
Transition Process	18
Special Needs and Inclusion	18
ADMISSIONS AND FEES	19
Enrollment Eligibility	19
Application Process	19
Wait List	20
Enrollment Process	20
Enrollment Options	21
Weekly Rates	21
Withdrawal	21
Payments	21
Late Payments	22
Childcare Statements and Receipts	22
Late Pick-Up Fees	22
Renewal Fees	23

ST. CHARLES CHILDREN'S LEARNING CENTER – FAMILY HANDBOOK

Dismissal	23
FAMILIES' ROLES	24
Birthdays and Celebrations	24
Communication Methods	24
Concerns	25
Visits	25
GENERAL POLICIES	26
Confidentiality	26
Open Communication	26
Babysitting	26
Clothing	26
Tax ID Number	27
Gifts to Staff	27
Items from Home	27
Lost and Found	28
Lunches and Snacks	28
Driving and Parking on Campus	29
Transportation	29
Photographs	30
Screen Time	30
HEALTH AND SAFETY	31
Accident Policy	31
Attendance	31
Biting	31
Child Abuse	31
Developmental Screening	31
Emergency Form	32
Emergency Medical Care	32
Positive Guidance and Behavior Management	32
Behavior Expectations	34
Items Depicting Violent or Aggressive Behaviors	35
Health and Safety Procedures	35
Medicine	36
Outdoor Activities	36
Summer Weather	36
Sick Children	37
Smoking Policy	38
Emergency Procedures	38
Appendix A: Child Abuse	39
Appendix B: Diseases Mandating Exclusion	43
Appendix C: USDA Information	45

Introduction

Welcome

The staff of the St. Charles Children's Learning Center at the College of Southern Maryland (CLC) would like to extend a warm welcome. We are pleased you have chosen our program for your child. Our goal is to provide a loving, safe, and nurturing experience for your child. We look to continued growth and communication with you.

This handbook will assist you in understanding the philosophy, policies, and procedures for our child development program. If you have any questions, please feel free to contact the director or the appropriate classroom teacher.

The handbook reflects policies and procedures of the center. It is expected that all families become familiar with the contents of the handbook and comply with the policies and procedures. The handbook will be updated as the organization changes, as new policies and procedures are developed and as existing policies and procedures are revised or eliminated.

No part of the handbook constitutes an expressed or implied contract nor may any part of the handbook be construed as terms or conditions of a contract. Although many policies and procedures contain mandatory phrases of terms, such as "shall" or "will" or "must," the use of those or similar terms or phrases does not indicate any intent that the policies or procedures constitute an expressed or implied contract or a contractual term or condition.

While the statements contained in the handbook include general policies and procedures, it is impossible for policies and procedures to address every specific circumstance. It is not intended to be comprehensive or to address all of the possible applications of, or exceptions to, the general policies and procedures described. The center reserves the right to modify, discontinue, or add policies and procedures as it deems appropriate at any time and without notice. Persons may not rely upon any statement of any center official, department head, or supervisor that is not consistent with the center's published policies and procedures.




Thank you for choosing the St. Charles Children's Learning Center at the College of Southern Maryland. We appreciate the privilege of sharing in the development and learning of your child.

Mission

The CLC provides quality childcare and a safe learning environment for the children of students, faculty, staff, and the community. The center's program is devoted to enhancing the lives of young children through a child-centered developmentally appropriate curriculum. The center is committed to enhancing the students' quality of life by supporting their educational goals. The center values and promotes diversity, creativity, and inspiration by creating supportive partnerships with families. The center nurtures positive communication and cooperation with families to provide a happy, healthy and safe environment for the children. As a self-supporting operation of the college, the CLC employs professional and ethical practices to achieve high-quality customer service.

Philosophy

The CLC prides itself in striving to provide high-quality care in a safe and nurturing environment. We value each child as an individual with their own interests, abilities, primary language, and cultural background. The program promotes the positive growth and development of the whole child through a child-centered, age and developmentally appropriate curriculum which focuses on a balance of child-initiated and teacher-directed activities. Our staff operates in partnership with families for the well-being of your child by creating open communication and cooperation between home and school.

-  The center values cultural, ethnic, religious, gender, and other differences among children and families.
-  The center supports the students of the college with their educational goals.
-  The center has an open-door policy and families are always welcome to visit.

Families are considered an integral part of our program. Daily communication and collaboration between parents/guardians and teachers are important. Families are encouraged to visit the center to observe their child, meet regularly with the teachers, and participate in educational and social functions.

Staff

Our educators are professional, certified, and experienced in early childhood growth, development, and teaching techniques and methods. Our teachers continue their personal, professional, and educational journey by taking courses or attending workshops and conferences designed to keep their skills up to date. Members of our staff belong to

professional teaching organizations and groups designed to keep them current in the field of child development and teaching.

Goals

Our goal is to help children build confidence and high self-esteem. We do this by creating an environment which promotes the success of children through interactions with the world. We have these goals for children and families:

Children:

- ✦ Foster respect for others
- ✦ Stretch the imagination
- ✦ Enjoy one another
- ✦ Widen perspectives
- ✦ Enable positive, healthy growth and development

Families:

- ✦ Enable parents with young children to pursue their education
- ✦ Offer families an opportunity to gain knowledge about their children, and to increase the ways in which they can help their child learn and develop

Accreditation

The CLC strives to give your family the very best child care experience by pursuing Accreditation. Accreditation is a process that validates that a program is employing quality processes and procedures in delivering care and education that conforms to national standards. The center is currently pursuing MSDE Accreditation.

Quality Assurance

In efforts to ensure high quality at the CLC, the center is participating in Maryland EXCELS, a voluntary Quality Rating and Improvement System. Maryland EXCELS awards ratings to programs that meet increasingly higher standards of quality in key areas of early care and education, including licensing, learning environments, staffing and professional development, developmentally appropriate learning and program practices, child assessment, program administration and policies, and accreditation.

Credentialing

CLC teaching staff enroll in the MSDE Credential Program at the time of employment. The Maryland Child Care Credential program recognizes child care providers who go beyond the requirements of the OCC licensing regulations by participating in training, professional activity units and continuing to work in child care centers.

Licensing

The CLC is licensed by the Maryland State Department of Education (MSDE) Office of Child Care (OCC). Our license is renewed on an annual basis by MSDE OCC. A copy of the MSDE OCC childcare license is displayed in the lobby. A copy of the State of Maryland Licensing Regulations is available from the director.

In accordance with state law, all staff members are fingerprinted and undergo the required state and federal background checks.

Staff meets the Aide or Child Care Teacher qualifications as required by MSDE OCC. They attend additional training throughout the year to meet the MSDE OCC continuing education requirements.

The center is licensed to accommodate 121 children in the following age groups:

Infants/Toddlers (8 weeks - 24 months)	12
Two-year-olds (24 months - 36 months)	21
Preschool (3 years - 5 years)	58
School-Age (5 years – 12 years)	30

Child/Staff Ratio

The child-to-staff ratio is as follows:

Infants/Toddlers (8 weeks - 24 months)	3:1
Two-year-olds (24 months - 36 months)	6:1

ST. CHARLES CHILDREN'S LEARNING CENTER – FAMILY HANDBOOK

Preschool (3 years - 5 years)	10:1
School-Age (5 years - 12 years)	15:1

Children progress through our program when they reach the required age, developmental action, and when there is an available space in the next classroom. The developmental actions are dependent upon the age and ability of the child.

Hours of Operation and Arrival

Hours and Days of Operation

The CLC is open Monday–Friday from 6:30 a.m. to 6:00 p.m. all year, except as noted below. **There are no adjustments in charges for any holidays/closings.**

Holidays and Center Closings

The center closes when the College of Southern Maryland is closed. The center will be closed on the following holidays:

- i Dr. Martin Luther King, Jr. Birthday
- i Spring Break, 3 days as outlined in the CSM Academic Calendar
- i Memorial Day
- i Independence Day
- i Labor Day
- i Thanksgiving Day, the Wednesday immediately preceding and the Friday immediately after Thanksgiving
- i Winter break (Weekly rates are NOT charged for the one full-week the college is closed for its winter break); and
- i Five (5) staff professional days (dates to be announced, generally one month in advance)

The college makes decisions regarding closing or delayed openings due to inclement weather or other conditions independent of the Charles County Public Schools. Public schools being closed does not mandate that the college will also be closed. Furthermore, if public schools open it is possible that the college will not be open.

When the college or the La Plata Campus is closed, all childcare programs will be closed. Additionally, when the college or La Plata Campus has a delayed opening, all childcare programs will have the same delayed opening time. There are no reimbursements for emergency closings or delayed openings.

Emergency closing information is available through the college's closing hotline. The hotline numbers are 301-369-1999 or toll-free at 1-800-650-4023. You may also visit <http://ready.csmd.edu/emergency.html> to access updated closing information.

Additionally, CSM.TXT is CSM's alert service provided through e2Campus™. This service will send you instant alerts and time-sensitive messages, including up-to-date

information on emergencies and campus closings. Messages can be sent via text message to your cell phone or via e-mail. Registration is free. All text messaging fees will apply. Get more information and register for CSM.TXT at <http://ready.csmd.edu/csm.txt/>.

Door Access

Families are issued key fobs for access to the center, with a maximum of two (2) key fobs awarded per family. A \$20.00 deposit per key fob is required at the time of registration. The deposit will be returned upon the return of the key fob to the center.

Lost key fobs must be reported to the center immediately, as failure to do so may cause unauthorized access to the center. A \$20.00 replacement fee is charged for each lost key fob. For safety and security reasons, do not give your key fob to any other person. If the center believes that you have done so, it may terminate access by that fob to the center.

Arrival

Please ensure your child arrives ready to start his or her day. All families must sign in children upon arrival at the center. Signing in and out is a two-step process. Families will sign their child(ren) in and out at the front desk and in the classroom.

Children and siblings under the age of 16 may not sign any child in or out of the center. Families are expected to escort their children into the classroom and to assist them with such things as hanging up coats and putting their items away.

It is important for your child to start the day on a happy note. Please allow enough time for your child to get settled but understand that there may be times when a prolonged morning ritual is not the best course of action. Please do not leave until a staff member has received your child and remember to say goodbye to your child when you leave. This will help your child learn to trust that you will come back at the end of the day.

Quick messages and communication to the staff at the start of the day are helpful and always encouraged. If you need to speak with your child's teacher at length, please phone during nap hours or arrange for a conference.

Dropping Off and Picking Up

All children must be escorted by an adult to their classroom and signed in. We realize that this may not always be convenient. Please understand that this is a state

regulation designed to keep your child safe. Failure to sign in and out daily could result in dismissal from the program. Drop off and pick up allows families the opportunity to check the bulletin boards and front counter each day for notices and new information.

The safety of the children in our care is of the utmost importance. We work with the college to ensure that we are providing the highest level of safety we can for your children. During drop off and pick up please help ensure the safety of all at the center.

Do not allow your child to push the handicap buttons unnecessarily when you are entering and exiting the building. This keeps the door open for 30 seconds and does not allow the center staff to keep unauthorized personnel out of the building.

Please use key fobs. This helps the front desk personnel identify you as an authorized person to access the building.

Do not hold the door for anyone you don't know. While you may be inclined to hold the door in an act of kindness, please help us prevent unauthorized persons from entering the center.

Do not allow children to run ahead of you in the center. While it may seem fun to race parents or other children, this is a serious safety matter especially at pick-up time.

Authorization for Pick-Up

The center can release a child only to the parents or legal guardian(s), or to an individual designated in writing as an authorized person. The center requires any person who arrives to pick up a child to show identification. All persons authorized to pick up a child must be at least 16 years old. Under no circumstances will a child be released to a person who is not designated in writing as an authorized person.

Please send in a signed note or fax, or an e-mail from a verified account specifying who will pick up your child if it is someone other than the individuals on the Emergency Information Form. Prepare the person(s) picking up your child by having them bring their driver's license or photo ID with them to show to the staff person on duty. **A telephone call without written authorization will not be accepted.** If there are any issues involving the legal custody of your child, let us know and provide us with legal documentation.

Child Custody

If only one parent has custody of a child, the center must be notified immediately upon enrollment. If a non-custodial parent is not authorized to pick up the child, the custodial parent must provide the center director with a certified copy of the court order confirming that one parent does not have visitation rights. Without such a court order the law grants parents joint custody and the center is not allowed to refuse release of the child to either parent.





If there is a restraining order that involves your child, please ensure that a copy is provided to the center.

Education and Curriculum

Curriculum

The CLC implements The Creative Curriculum and Teaching Strategies Gold as the standard curriculum and assessment system for children enrolled in the center. Creative Curriculum offers environments that fully engages children and pulls them into the exploration and learning processes by individualizing the curriculum. The individualization of the curriculum is based on teacher observations of the needs, strengths and interests of the individual children in their care. The curriculum builds new experiences and expectations based on children's previously learned knowledge and skills. It also allows the teachers to be intentional in the methods used to support children's learning. Activities are devised through observations and assessments of the children so that activities cater to each child as an individual and the group as a whole. Teaching Strategies Gold Assessment Tool supports a cycle of on-going observations, documentations, planning, portfolio-building, and reporting.

Infants, Toddlers, and Twos Curriculum (Eight weeks – 36 months)

-  Infants and toddlers are competent learners. The basis of the curriculum is interaction with people and with objects. Basic skills are introduced and enhanced to infants and young toddlers as each child expresses interest and curiosity.
-  Two-year-old children are encouraged to ask questions and explore. This, in turn, enhances their ability to solve problems, recognize cause-and-effect relationships, and plan. The children are encouraged to try their ideas, experiment, and use materials creatively.
-  To promote attachment, a primary caregiving system is utilized where one caregiver is assigned to each child in order to enhance communication and ensure that individual needs are understood.
-  The program includes free play, singing, storytelling, self-help skills development, manipulative play, gross motor play, and other age-appropriate activities. Quality care is fostered and encouraged through:
 - **basic trust** in the child to be an initiator, an explorer, and a self-learner
 - an **environment** for the child that is physically safe, cognitively challenging, and emotionally nurturing
 - time for **uninterrupted play**

- **freedom to explore** and interact with other children
- involvement of the child in all care activities to allow the child to become an **active participant** rather than a passive recipient
- **sensitive observation** of the child in order to understand his/her needs
- **consistency**, clearly defined limits, and expectations to develop discipline

Preschool Curriculum (3, 4, and 5 years old)

📖 Using exploration and discovery as a way of learning, *The Creative Curriculum for Preschool* enables children to develop confidence, creativity, and lifelong critical thinking skills. The curriculum is a developmentally appropriate, comprehensive curriculum that promotes positive outcomes for preschool children.

The curriculum:

- is based on 38 researched-based objectives for development and learning that define the path teachers take with children in their classroom
- informs every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines and the *Head Start Child Development and Early Learning Framework*
- presents knowledge-building volumes and daily practice resources in tandem, giving every educator the “what,” “why” and “how” of early childhood education
- offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner
- addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day
- offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment
- offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers’ knowledge about best practices
- contains guidance for working with all learners, including advanced learners and children with disabilities

📖 Preschool aged children (3, 4, and 5-years old) are also exposed to the MSDE Common Core Curriculum. The incorporation of this curriculum with Creative Curriculum® works toward the state of Maryland’s goal of school readiness.

Additional information about this curriculum can be found online at <http://mdk12.org/instruction/commoncore/index.html>.

School-Age Curriculum (5-12 years old)

- 📖 The school-age program provides children with a warm and interesting environment with many occasions to interact with others. Activities are planned keeping in mind children have been in school most of the day, are probably tired, and need to rest. There will be many opportunities to choose what they want to do, including indoor and outdoor play (weather permitting), and a variety of toys and art materials will be available. Children will also have the opportunity to do homework during the school year.
- 📖 Summer Day Camp is provided during the summer for school-age children when school is not in session. It is provided on a full-week basis with weekly themes of focus. Campers are provided the opportunity to eat lunch in the CSM Café and swim at the CSM Pool.

Daily Schedule

The daily schedule outlines the day's events and details specific times when events are to occur. This assists the teachers in daily organization and provides the children with stability. The schedule also supports the entire learning program.

Each classroom maintains its own schedule with a balance of active and quiet activities. This provides individual and large group settings, child-initiated and teacher-initiated experiences, and indoor and outdoor play. Young children feel most secure when they know what is going to happen next. The daily routine provides security in a flexible manner to meet the needs and interests of the group. The daily schedule is posted on the bulletin board in each classroom.

Rest and Nap Period

As stipulated by MSDE OCC, children who spend a full day at the center are required to have a rest period. Depending upon the child's age, children are expected to rest quietly or engage in quiet activities, allowing those needing to sleep the opportunity to do so. Infants will be allowed to rest according to their individual needs.

The center will provide children a designated crib or cot. Families are required to provide a clean sheet and blanket for their child at the beginning of the week. Linens are required to be taken home at the end of each week to be laundered. Children in our two-year-old and preschool classrooms may also bring a small pillow, special blanket, or a cuddly from home to help them rest. All items must be clearly marked with the child's name.

Transition Process

Children progress through our program when they reach the required age, developmental stage, and when there is an available space in the next age-group classroom. The developmental stage guidelines are dependent upon the age and ability of the child.

Our transition process includes our teaching team meeting to discuss potential upcoming transitions. The teaching team, classroom dynamic, and individual child needs are taken into consideration in determining the appropriate timeline and classroom for each child transitioning. A letter is sent home to inform families that we believe the child is ready to transition, and asks for the parents' permission to begin that process. A meeting is then scheduled with the current teacher, potential new teacher, director, and family to discuss the program of the new classroom. Children are typically given two weeks of time to slowly acclimate to the new classroom; however, each transition is individualized for the child and their developmental needs.

Special Needs and Inclusion

The CLC will comply with and accept children with special needs into our program under the guidelines of the Americans with Disabilities Act (ADA) and other applicable laws in providing services for children with special needs or disabilities. The parent(s)/guardian must complete a Request for Accommodation Form and provide a copy of the IEP or ISFP to begin the process. The request must be provided in writing and be submitted to the director. The director then reviews the information and will ask for any additional information about the disability. The CLC director and the college ADA Coordinator will determine if a reasonable accommodation can be offered. If reasonable accommodations can be made, the CLC director will request a meeting with the ADA Coordinator and the parent(s)/guardian so a plan can be formulated for an accommodation.

Admissions and Fees

Enrollment Eligibility

The CLC provides childcare services to students, the community, and employees of the College of Southern Maryland.

Enrollment priorities are for parents or guardians who are:

1. Students: Must be currently enrolled in at least six (6) credit hours at CSM at the end of the drop/add period to be eligible for the student rate. (Students must provide proof they are registered.) 25% of the spaces by age group are available for CSM Students.
2. CSM Employees: Status is determined by at least one parent/guardian being an employee of CSM in a benefited position. If either parent/guardian is classified as a student (as defined above) and that parent/guardian, or the spouse, is also an employee of the college in a benefited position, the center's rate for faculty and staff will apply.
3. Community Members: Are eligible to utilize the center.

Enrollment priority is determined by the following criteria, based on the date the application was submitted to the center:

- Siblings of currently full-time enrolled children
- Children requiring full-time enrollment
- Siblings of currently part-time enrolled children
- Children requiring part-time enrollment

*Siblings receive a discount of 10% off of lesser sibling(s) weekly rate

Application Process

Application forms for the center are available at the front desk in the center or accessed online at www.csmd.edu/clc. A completed application must be turned in to the center in order for the child to be placed on the wait list.

Wait List

A wait list is maintained for enrollment of children in all classrooms based on completed applications, according to the date the applications are received by the center. A family is called and notified of an opening for their child and advised of a deadline for submitting the completed registration forms along with the associated fees.

The wait list is continuously updated to keep the information as current as possible. Families will be contacted prior to being removed from the list.

As spaces become available:

- Applications will be evaluated by priority group
- Enrollment will be offered to the family with the highest priority status that has applied for the space that is available. If there are two or more applications from the same priority group, enrollment will be offered to the applicant with the earliest date of application within that priority group.

Verification of CSM Student status will be required at the time of registration.

Enrollment Process

Families must sign the Enrollment Service Agreement upon the registration of their child. Faculty/Staff/Community families will be charged one (1) week's rate as a security deposit. The deposit is due at the time of registration and is held on your account and applied to the last week's payment. The deposit is waived for CSM Students as they will receive a restriction on their student account until all associated fees are paid in full. **Children cannot attend until all completed registration materials are submitted and any associated fees are paid.**

At the time registration is offered to your child, your enrollment needs will be finalized. Any future schedule changes must be communicated to the operations manager. Families must complete a Child Enrollment Change Form, and the center will attempt to accommodate family requests for changes in enrollments to the best of its ability as space permits.

An Orientation session will be held with every family prior to the first day of attendance. The orientation process provides the opportunity for families to learn about policies and procedures of the CLC, allows families to meet the staff, introduce their child to classmates, and ask questions before the first day.

Additionally, the center recommends that a child spend an hour in the classroom with a family member prior to the child's first day to ease the transition for the child. Children feel more comfortable about a new place if they are introduced to their new surroundings.

Enrollment Options

Many enrollment options are available. **Please see our Brochure and Rate Sheet for detailed information.**

Weekly Rates

See Rate Sheet

All weekly rates and fees are subject to change. Advance written notice will be given. Weekly rates will be reviewed semi-annually and adjusted, if deemed appropriate.

Withdrawal

In order to best utilize the services of the center and offer enrollment to families in need of care, the director must know when families are planning to withdraw a child from care. Therefore, families are required to notify the center, in writing, at least two (2) weeks prior to withdrawing a child in order to terminate enrollment. Faculty/Staff/Community families one-week deposit will be credited to their child's account at that time.

If a child has not been in attendance for two weeks, with no communication from the family, the child's enrollment will be automatically terminated. Payment is still required for those two weeks.

Payments

Weekly rates are to be prepaid (paid in advance) the preceding Friday of each week. Payment by check may be accepted by mail at the Bursar's Office or placed in the drop box at the center. Cash and credit card payments will be accepted only at the Bursar's Office. Checks are to be made payable to **St. Charles Children's Learning Center**. Please write your child's name on the check to ensure proper credit to your account.

If payment is made by check and it is returned for non-sufficient funds (NSF), college policy requires the check to be replaced immediately with cash, a cashier's check, a money order, or by credit card. A \$50.00 NSF fee will be charged to your account. If more than one check is returned, all further payments must be made by cash, cashier's check, money order, or credit card.

Late Payments

If an account is overdue, a grace period of one (1) days is allowed for payment, after which a \$25.00 late fee will be charged. Allowing an account to become delinquent is grounds for termination. The center reserves the right to terminate enrollment unless arrangements have been approved, in writing, by the operations manager and director.

Accounts not paid in full by the due date are considered past due and are subject to collection action. It is imperative that a family respond promptly to any notices received regarding past due accounts. Failure to satisfy a balance in full may result in your account being forwarded to the State of Maryland's Central Collections Unit.

If a family is dis-enrolled and wishes to re-enroll in the center when the account is paid in full, the family will be offered enrollment *only when space becomes available according to priority status*.

CSM students who are delinquent in payment will receive a restriction on their student account. This will result in all grades, transcripts, and diploma being held by the college, and the student will not be allowed to register for further classes at CSM until the balance has been paid in full.

Recurring late payments can result in termination of services.

Childcare Statements and Receipts

Family statements list all fees charged and all payments received through the specified date. The statement serves as a receipt of childcare payments and an invoice for any balance due. Statements are printed at the family's request or if an account is past due.

Late Pick-Up Fees

The OCC operating license allows the CLC to be open until 6:00 p.m. Children not picked up and out of the CLC by 6:00 p.m. place the center in violation of the OCC

operating license. Our closing staff are only scheduled until 6:00 p.m. Please be respectful of the staff's time and personal responsibilities. The CSM clock on the computer will be used as the official time.

- ☑ Families picking their child up late will be assessed \$30 for any portion of the first 15 minutes that they are late and \$2 per minute for each additional minute.
- ☑ A late pick-up slip will be signed by family and staff on each occasion of late pick-up and submitted to the director.
- ☑ Morning Block: Families are required to pick up their child by 12:00 p.m.
- ☑ Full-day and Afternoon Block: Families are required to pick up their child by 6:00 p.m.
- ☑ Late pick-up rates also apply when a family is called to pick up their child for any reason.

NOTE: Recurring late pick-up can result in termination of services.

Renewal Fees

Each semester (Fall, Spring, Summer) there is a \$25.00 non-refundable renewal fee per child, due prior to the start of the semester.

Dismissal

The CLC strives to provide quality childcare to children and families. The staff and center work to cater to all children and families in an individualized manner. There are instances where families are asked to withdraw from the CLC:

1. The inability of a child or family to adjust to the procedures and policies of the CLC.
2. A child who compromises our ability to keep children safe physically or mentally. This includes but is not limited to violent behaviors and harassment.
3. Inappropriate behavior towards children, staff, or families.
4. A family becomes two weeks behind in payments.
5. Excessive recurring late pick-up.
6. Excessive recurring late payment.

The CLC will collaborate with families and external resources to address and resolve the issue(s). If the issue(s) remains unresolved then the family will be given notice to withdraw.

Families' Roles

Birthdays and Celebrations

We look forward to celebrating birthdays and other special occasions with the children and their families. Unless all children are included, please do not distribute invitations for parties in the classroom. Also, please do not bring goodie bags for any celebration. If a family would like to bring a treat for such an occasion, please make arrangements with the child's teacher in advance. We encourage food items such as fruit muffins, fruit/vegetable bread, granola bars, fresh fruit, frozen yogurt, and other nutritious foods.



Balloons are not permitted at the center. Balloons are the number one non-food choking hazard for young children. Birthday candles may be brought in for picture purposes, but are not allowed to be lit due to the danger of open flames around children. We appreciate your help in not exposing our children to these risks.

We will involve children in holiday celebrations that are low-key and non-frightening. Every classroom will handle each holiday in a way that is appropriate and respectful for the children in that group. If interested, families may ask the teacher about the way a particular holiday can be observed. The center respects individual family traditions and will be happy to have parents or other family members share family customs with the children.

Please remember that all celebrations must comply with the center's "no peanuts" policy.

Communication Methods

A variety of methods of family-teacher communications have been created to ensure ongoing two-way communication is established and maintained, as well as, to keep families informed of day-to-day happenings and special events. The center uses the following methods:

-  **Arrival and Departure:** Quick messages and communications with the staff at the start of the day are always helpful and especially encouraged. In addition, it is a good idea to check in with your child's teacher at the end of each day.
-  **Bulletin Boards:** There is a bulletin board in each classroom that should be checked daily. Some information that is maintained by your child's teacher will

be notice of illnesses, field trips, and other updates. Additionally, lesson plans, and a classroom schedule will be posted.

- ☎ CLC Calendar: Each academic year, the CLC puts together a calendar to give families advance notice of various activities and events planned for the center throughout the upcoming year.
- ☎ Center Tour: Center tours are provided during the registration process.
- ☎ Classroom Newsletters: Each classroom distributes a monthly newsletter so families are kept abreast of specific classroom information.
- ☎ Conferences: Parent and teacher conferences are scheduled in the fall and spring for each of our classrooms. Feel free to contact your child's teacher to schedule additional conferences as needed.
- ☎ Information Board: A bulletin board is located in the Front Lobby where a copy of our MSDE OCC License, CLC Emergency Preparedness Plan, the monthly CLC Snack Menu, and parent letters are posted.
- ☎ Orientation: an Orientation session will be held with every family prior to the first day of attendance.
- ☎ Parent Letters: Letters are prepared to provide notice of CLC events and activities. This may include field trips, exposure of illnesses, center closings, and other activities. These notices are posted on the Information Board, classroom bulletin boards, classroom clipboards, and sent home in the child's cubby or folder. Any closing or schedule change notices are additionally posted at the front desk and on the CLC building entrance doors.
- ☎ Phone Calls: All incoming calls are routed through the front desk. If you desire to have a lengthy phone conversation with your teacher, call during nap hours (1:00 p.m. - 2:30 p.m.). The director is always available to assist as well.

Concerns

Families are encouraged to speak directly with their child's teacher regarding any concerns. A meeting with the teaching team can be scheduled if a lengthy discussion is necessary. Furthermore, the director is available to families and meetings can be scheduled to resolve concerns.

Visits

Families are encouraged to visit and volunteer at the center at any time. Volunteering in your child's classroom or helping with a special event is always needed. Center functions allow families, children, and teachers to meet informally through the year. All visitors must be checked in at the front desk.

General Policies

Confidentiality

We at the CLC respect the rights of families with regards to privacy and confidentiality on all information concerning the health, development, and behavior of their child(ren). If your child is involved in any situation, we will not disclose the identity of the other child(ren) involved. The exclusion to this policy is relaying information as required by law.

We also ask that you respect the right of privacy and confidentiality of all staff members regarding their personal health and information. Please speak directly to the director if you have a question or concern.

Open Communication

The CLC values open and constructive communication with families. Families are encouraged to bring their suggestions and concerns to the center director. Concerns are not negative because they can be the precursor to improvement.

The CLC discourages gossip and we protect the family and staff's right to confidentiality. Open communication supports a trusting relationship between staff and families.

Babysitting

On occasion, families ask center staff to babysit. The CLC does not authorize or take responsibility for any services that center employees may provide outside the center's programs. A family who approaches a staff member for babysitting services should do so outside of the center. Families should understand that the center does not take any responsibility for any activity arranged between families and employees regardless of where the services are provided or where they are arranged.

Clothing

Children should be dressed comfortably for active play. Depending on the child's age, clothing should be easy for the child to manage by himself or herself and be completely washable. Children are offered many learning opportunities including art, outdoor experiences, and self-feeding that may stain clothing. Even though children push

up their sleeves and wear art smocks to protect their clothing, stains may still occur. This possibility needs to be considered when dressing your child for school. The center will not be financially responsible for replacing children's clothing.

Every clothing item a child wears or brings to the center must be clearly labeled with his or her name to include hats, mittens, sweaters, boots, coats, and other possessions. A complete change of clothes for each child (shirt, pants, socks, underwear) is to be kept at the center at all times. Clothes must be appropriate for the weather, as we go outside every day, weather permitting, as mandated by OCC.

Families should ensure that the change of clothes are appropriate for the season and cater to your growing child.

Shoes must be sturdy, with a closed heel and toe, and a non-skid sole, to allow for traction, mobility, and safety for all activities in all types of weather. **Sneakers are ideal; slippery sole shoes, dress-shoes, and sandals are not appropriate.**

Tax ID Number

The CLC federal tax identification number is 52-0848273. This is the number needed for tax reporting purposes or to claim reimbursement for dependent care flexible spending accounts.

Gifts to Staff

Center staff may accept gifts valued up to \$20 during holidays, staff birthdays, teacher appreciation week, or when a child or staff member is transitioning or leaving the program based on the Maryland State Ethics Commission.

Items from Home

The center does not permit your child to bring personal toys from home unless it is Show-and-Share day. If the toys are inadvertently lost or broken, the center cannot be responsible for these items. However, if families wish, a child may bring in a cuddly for naptime. The child's name should be on all items.

Please send your child with only a small book-bag and their lunch box as our classroom cubby space is limited. Ensure that their bag contains only appropriate items and that there are not any sharp items, medication, or choking hazards in the bag.

Lost and Found

Please inquire as soon as possible if your child is missing anything. It is much easier to return a lost item if it is labeled with your child's name. It is not uncommon for children to have similar or identical items and labeling reduces confusion.

Lunches and Snacks

The center provides morning snack, milk (with lunch), and afternoon snack every day. If a child requires a special diet, the family will need to supply an alternate snack. **If a child has a food allergy or restriction, the center must be notified of such, in writing (by both parent/guardian and doctor).** Snack and milk costs are part of the weekly rate. If a family opts to provide their own snack, the weekly rate is not altered.

Lunch will be brought from home and needs to be labeled with your child's name. Refrigerators will be provided, but microwaves are not available for warm-ups. If you wish to send a hot item for your child's lunch, it must be heated at home and sent to the center in a thermos.

Please send plastic containers or baggies to hold food. Please keep all glass containers at home unless you are providing lunch in a thermos. We will be happy to help children open containers; however, in order to foster independence in preschool age (and older) children, please send food in containers that children can easily open. Please be sure to label all containers in order for them to be returned. Many containers look alike and we don't always remember which one belongs to you.

All lunches must consist of nutritious foods that your child can feed him/herself. The USDA recommends that your child's lunch contain the following items in serving sizes appropriate to their age group (see Appendix C):

- One grain product (bread, crackers, rice, etc.);
- One protein product (meat, yogurt, cheese, eggs, dried beans); and
- Two fruits and/or vegetables.

Packing these foods in your child's lunch will guarantee that your child's daily lunchtime nutritional needs are being met.

We will not serve any of the following to your child for lunch, **so please do not send:**

Foods that are choking hazards, such as:

- ⊗ Hotdogs, unless cut lengthwise and then in half-circles
- ⊗ Grapes, unless cut in half
- ⊗ Cherry tomatoes, unless cut in half
- ⊗ Raw carrots, unless cut into bite-sized pieces or in half lengthwise
- ⊗ Apples, unless cut into bite-sized pieces or thin slices

Foods with no nutritional value, such as:

- ⊗ Soda, Kool-aid, or other sugar drinks
- ⊗ Candy

Additional items that are limited at the CLC are:

- ⊗ Popcorn
- ⊗ Nuts

Due to food allergies, the center is 'peanut-free.' No peanut products are allowed in the center.

Driving and Parking on Campus

Please be patient and drive slowly while on campus, observing all posted traffic signs. There are children in the area, possibly walking between or behind cars, and may not be seen.

Parking is located in front of the building. Under Maryland State law, please remember to turn off your vehicle when not in use, remove your keys, and do not leave any child unattended.

Transportation

The CLC staff are not authorized to transport children enrolled in the center in their personal vehicles. The only exclusion to this policy is as listed in the CLC Emergency Preparedness Plan.

Photographs

Children at the center may be included in pictures, campus photo and video sessions, and marketing materials/publications in conjunction with the College. Enrollment at the center constitutes permission for such uses and activities. Families may decline to have their child included in photographs by indicating this preference on the Photo Release Form included in the registration packet.

Screen Time

Television viewing is not offered as an activity. Computer time is available for 3 to 12 year-old children and is limited and developmentally appropriate. Children are not required to use the computer; other activity choices are offered at the same time. All technological devices for 3 to 5 year-old children are considered "good for children" which are used to extend learning within the classroom and integrate into the curriculum. Media viewing and computer use are not permitted for children younger than 2-years-old.

School-aged care television/movie viewing is limited to summer camp and non-school days during quiet time only. Other activity choices are offered at the same time. Only TV-G rated movies are viewed in the CLC for school-aged care.

Health and Safety

Accident Policy

Our primary concern is your child's safety. However, children are active, and occasionally accidents will occur. Should an accident occur involving your child, the director will determine the severity of the injury. An accident report will be filled out for every injury. The accident report will be shared with the family and kept on file in the office.

Attendance

If your child is going to be absent, please notify the center. **If your child is ill, you must notify the center as to the nature of the illness.** Payment will be due for each day enrolled, whether or not a child attends. If your child has to leave the center for an extended period of time, you should discuss your plans with the director as early as possible, and make payment prior to the period of absence.

Biting

Biting is a normal developmental behavior for young children. When very young children get frustrated, they may resort to the act of biting. Children will be encouraged to verbalize feelings and frustrations if they are developmentally able to use their words. The child being bitten will be taken care of immediately and encouraged to tell the biter that he or she does not like being bitten.

Child Abuse

All staff members are required by state law to report suspected cases of child abuse or neglect to the Department of Social Services (see Appendix B).

Developmental Screening

Developmental screening is a process completed by a parent or caregiver to quickly identify a child's progress in reaching developmental milestones and identify areas where additional support may be needed. The center administers developmental screenings to all children aged birth through five years within ninety (90) days of enrollment in the center and on a regular schedule thereafter as required by OCC.

Children in infant, toddler, and two-year-old programs must be screened twice per year, and children enrolled in preschool programs are screened once a year. The CLC utilizes the Ages & Stages Questionnaires, Third Edition (ASQ-3™) for our Infant, Toddler, and Two-year-old programs and the Brigance Screen III for our Preschool program.

Emergency Form

Please keep the information on the emergency form current. Let us know of any changes in address and phone numbers immediately. Children may not attend the program without an emergency form on file. **All persons listed on the emergency form should be able to arrive at the center within one hour of notification.**

Emergency Medical Care

Staff members will document all accidents or injuries occurring at the center. Families will be notified of any such accident or injury. If the center feels that a child needs emergency medical care beyond basic first aid, the center will take the appropriate steps to secure such care for the child. These steps may include, but are not limited to:

1. Attempt to contact parent or guardian
2. Attempt to contact emergency contacts
3. Attempt to contact child's physician (in cases involving chronic medical condition or transport to hospital)
4. Contact paramedics/ambulance; If child must be transported, child will be taken by emergency vehicle to the hospital. A CLC staff member will remain with the child until a parent or authorized person takes custody of the child at the hospital.

Expenses incurred will be the responsibility of the child's family.

Positive Guidance and Behavior Management

The CLC philosophy of guidance is to provide praise and positive reinforcement as effective methods of behavior management of children. While each program uses specific guidance techniques for the age group(s) served, there are appropriate positive guidance techniques that apply to all children. In our preschool and school-aged classrooms, the children are involved in deciding the rules of the classroom which is a powerful way to convey shared responsibility in the classroom. This happens after the teacher(s) make a decision on rules and expectations that are absolutely non-negotiable. Some of the strategies our staff use to promote positive behaviors include:

- fostering trusting relationships
- responding to the individual needs of children with respect, acceptance, and appreciation
- establishing and maintaining a consistent daily schedule
- continuity of care
- allowing enough time for children to run and play outdoors
- anticipating children's physical needs
- being specific when speaking with children
- acknowledging children's positive behavior

Other positive guidance techniques that apply to all children regardless of age include:

- modifying environments to accommodate the needs of individuals and groups of children
- providing choices; promoting positive relationships between children
- eliminating or lessening waiting times for children to participate in activities
- redirection and reflection

Problem solving and resolving conflicts with the children is done by teaching children to negotiate and solve disagreements by guiding them through simple steps on a repeated basis.

Based on this belief of how children learn and develop values, our center practices the following behavior management policy and guidance:

1. Redirection

Often interesting a child in another activity can eliminate a potential difficulty. We might ask a child to help us with an activity or send them to a different area to play.

2. Logical consequences

The consequences for behavior have to make sense to the child. For example, if a child is throwing sand outdoors, it is logical to tell the child that the sand stays in the sandbox and that if it gets thrown again the child will have to find somewhere else to play. We go a step further and involve the child in a discussion about what would happen if all the sand was thrown out of the box. This results in an understanding of actions and is a learning experience.

3. Ignoring a behavior

Ignoring a behavior or not paying attention to specific acts of a child can be effective if a child cannot physically hurt him/herself or another child. There are

times when children act inappropriately for attention, and ignoring the behavior means that the child must find ways to attain positive reactions.

4. Verbal intervention

When talking to children about their behavior, we will give them input on what they feel is an appropriate consequence for their action. This works especially well as children get older. A child who is hurting children with housekeeping utensils may be asked, "What can we do to help you remember how to use the utensils properly?" If the child's suggestions are inappropriate, then the teacher may make the decision by providing appropriate choices. The child stands to gain the most if he or she makes amends on his or her own terms.

5. Take a break

A child is asked to leave the group and go to an area of the room with a calmer and more relaxed atmosphere. When the child has regained composure, has determined that he or she is ready to return to the group, and has verbalized to the best of his or her ability how to handle the situation in a more pro-social manner, he/she can return to the group.

Behavior Expectations

The center will make efforts to work with the families of children having difficulties in childcare. Children displaying disruptive behavior which has been determined to be upsetting to the physical or emotional well-being of another child may require the following actions:

- **Behavior Report**
If a child exhibits an unusual degree of aggression or a pattern of hurting other children, behavior reports will be completed by the classroom teacher and shared with the family.
- **Initial consultation**
The director may require the family of any child who attends the center to meet for a conference. The problem will be defined on paper. Goals will be established and the family will be involved in creating approaches towards solving the problem.
- **Second consultation**
If the initial plan for helping the child does not result in the desired effect, the family will be required to meet with the director for a second conference. Another attempt will be made to identify the problem, outline new

approaches to the problem, and discuss the consequences if progress is not apparent.

- Dis-enrollment

When the two previous attempts have been followed, and no progress has been made toward solving the problem, the child will be dis-enrolled from the center indefinitely.

- Suspension

The director may suspend a child at any time he or she exhibits a behavior which is harmful to himself or herself or others. The family may be called at any time the child exhibits uncontrollable behavior that cannot be modified by the childcare staff, and will be asked to take the child home immediately.

Items Depicting Violent or Aggressive Behaviors

The CLC strives to provide an atmosphere of respect and cooperation by teaching children the value of caring for one another. In keeping with our philosophy, no item of a violent or aggressive nature will be allowed at the center. This includes, but is not limited to:

- Clothing depicting aggressive, violent, or disrespectful characters
- Clothing representative of war or war activities
- Weapons - including all types of toy guns (including water/squirt guns), knives, slingshots, swords, etc.

The center respects the rights and desires of individual families in making these items or characters available to their children at home. However, we ask that families respect our desire to provide an atmosphere free from the direct influence of such characters and behaviors.

Health and Safety Procedures

The CLC is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow guidelines required by MSDE and the Maryland Department of Health and Hygiene. These agencies require that families submit the following completed forms prior to participation in the center childcare program:

- Immunization record
- Health inventory form

- Emergency form (updated annually)

Documentation of any additional shots your child receives must be turned into the center so that our records are kept up-to-date.

Medicine

Families may bring medication for a child. All medications must be turned in at the front desk in their original container. A medication order form must be completed and signed by the physician and parent/guardian before any medications can be administered. "Over-the-counter" medication may only be given following the label and physician written instructions. Prescription medication must be given according to the prescription instructions. The only exceptions are sunscreen, diaper ointment, and insect repellent. These topical applications require a completed authorization form signed by a parent/guardian and are administered as needed.

Outdoor Activities

Teachers follow their daily classroom schedule for outdoor play, which is an integral part of the daily curriculum. At the discretion of the director, outdoor playtime may be altered depending upon weather conditions. Dress your child appropriately for variable weather conditions. Children who attend the center are expected to participate in all scheduled activities. If a child is well enough to attend school, they should be well enough to participate in all activities. The center utilizes the Child Care Weather Watch to make decisions regarding the appropriateness of outdoor play.

Summer Weather

We strive to provide outdoor play for the children all year long. During the summer months, the CLC also considers the air quality when ascertaining if children should be outside. We adhere to the following policy regarding air quality:

- Good/Green: Good and satisfactory; No outdoor play limitations
- Moderate/Yellow: Air is acceptable; May be a health concern but in general no limitations
- Unhealthy for Sensitive Groups/Orange: Issue for some young children; Limit outdoor activity to 5 minutes; Outdoor play in longer time periods prior to 9:30 a.m. and after 5:00 p.m.
- Unhealthy/Red: General population may experience health effects; No outdoor activity

- o Very Unhealthy/Purple: Everyone may experience serious health effects; No outdoor activity

During all summer outdoor play, water is available to all children at all times. Furthermore, if a health reason limits the ability of your child to be outdoors during code orange days, please let us know and supply medical documentation, so that indoor accommodations and activities can be planned.

Sick Children

Children in a group setting are inevitably exposed to disease and illness. Hand-washing throughout the day helps prevent the spread of illness.

The center requests that children exhibiting signs or symptoms of illness remain at home. When sick children come to the center, they jeopardize the health of every other person in the center.

The staff are responsible for assessing each child at arrival each day for signs and symptoms of illness. If a child is ill, the person dropping the child off will be asked to take the child home. Signs and symptoms of illness for which a child can be excluded from care include, but are not limited to:

- Diarrhea and/or vomiting within the last 24 hours of two or more episodes
- Fever within the last 24 hours above 100 degrees
- Contagious or unidentified rash
- Yellow or green discharge from eyes or nose
- Unusual lethargy
- Severe and uncontrolled coughing
- Unusually colored urine or stool
- Irritability
- Persistent crying
- Difficulty breathing
- Wheezing
- Sore throat or trouble swallowing
- Symptoms indicating the contagious period of an illness (see Appendix B)
- Head injury within 24 hours
- Severe cold or influenza
- Head lice
- Open sores
- Other unusual symptoms for your child

Families will be contacted to pick up their child who develops any of these symptoms while at the center. When parents/guardians cannot be reached, the emergency contacts for the child will be called. Families are responsible for making arrangements to pick up a sick child **within one hour of notification**.

Children may be readmitted to the center following an illness with approval of the director and/or the child's healthcare practitioner. ***A child may not be readmitted to the center until 24 hours after the last sign of a fever (without medication,) diarrhea, or vomiting.*** A written statement from a parent/guardian or physician that the child can return to the center must be presented for any child absent due to illness for three (3) or more days.

Smoking Policy

The CLC enforces a strict "no smoking" policy in the center and on the playground as mandated by OCC. Smoking at CSM is restricted to college gazebos, designated smoking areas, or inside personal vehicles. This applies to all students, employees, and visitors.

Emergency Procedures

In the event of a fire or other structural threat or disaster, the children and staff will be evacuated according to the center's evacuation plan. Drills are conducted on a monthly basis to practice evacuation procedures.

In the event of a natural disaster or threat of disaster (e.g., tornado), the children and staff will be moved to the safest location in the center unless advised to move to a different campus location.

In the event of any emergency requiring evacuation of the center building, family/emergency contact information for each child will be in the possession of the center staff members. When staff are able to, they will attempt to contact families to inform them of the location of their child.

Families are encouraged to sign up for CSM.TXT to receive instant alerts and time-sensitive messages from CSM. Additional information about the CSM.TXT system is available in the Holiday and Center Closings section of the Family Handbook, located on pages 11-12.

Appendix A: Child Abuse

The Child Welfare Information Gateway (2013) website: <https://www.childwelfare.gov/pubs/factsheets/whatiscan.cfm> provides general federal descriptions of specific areas related to the term “child abuse”.

Neglect is the failure of a parent, guardian, or other caregiver to provide for a child's basic needs. Neglect may be:

- Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision)
- Medical (e.g., failure to provide necessary medical or mental health treatment)
- Educational (e.g., failure to educate a child or attend to special education needs)
- Emotional (e.g., inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs)

Sometimes cultural values, the standards of care in the community, and poverty may contribute to maltreatment, indicating the family is in need of information or assistance. When a family fails to use information and resources, and the child's health or safety is at risk, then child welfare intervention may be required. In addition, many States provide an exception to the definition of neglect for parents who choose not to seek medical care for their children due to religious beliefs.

Physical abuse is nonaccidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child, that is inflicted by a parent, caregiver, or other person who has responsibility for the child. Such injury is considered abuse regardless of whether or not the caretaker intended to hurt the child. Physical discipline, such as spanking or paddling, is not considered abuse as long as it is reasonable and causes no bodily injury to the child.

Sexual abuse includes activities by a parent or caretaker such as fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or the production of pornographic materials.

Sexual abuse is defined by Child Abuse Prevention and Treatment Act (CAPTA) as “the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape,

and in cases of caretaker or inter-familial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children.”

Emotional abuse (or psychological abuse) is a pattern of behavior that impairs a child's emotional development or sense of self-worth. This may include constant criticism, threats, or rejection, as well as, withholding love, support, or guidance. Emotional abuse is often difficult to prove and, therefore, child protective services may not be able to intervene without evidence of harm or mental injury to the child. Emotional abuse is almost always present when other types of maltreatment are identified.

Maryland Definitions on Abuse

The Child Welfare Information Gateway (2013) website: http://www.childwelfare.gov/systemwide/laws_policies/statutes/define.cfm provides these definitions specific to the state of Maryland on abuse and responsibilities of reporting.

Physical Abuse

Citation: Fam. Law § 5-701

Abuse means the physical or mental injury of a child by any parent or other person who has permanent or temporary care, custody, or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is harmed or at substantial risk of being harmed.

Sexual abuse of a child, whether physical injuries are sustained or not.

Neglect

Citation: Fam. Law § 5-701

Neglect means the leaving of a child unattended or other failure to give proper care and attention to a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of the child under circumstances that indicate:

That the child's health or welfare is harmed or placed at substantial risk of harm.

Mental injury to the child or a substantial risk of mental injury.

Sexual Abuse/Exploitation

Citation: Fam. Law § 5-701

Sexual abuse means any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care, custody, or responsibility for supervision of a child, or by any household or family member. *Sexual abuse* includes incest, rape, sexual offense in any degree, sodomy, and unnatural or perverted sexual practices.

Emotional Abuse

Citation: Fam. Law § 5-701

Mental injury means the observable, identifiable, and substantial impairment of a child's mental or psychological ability to function.

Responsibilities of Reporting

General indicators for each area of abuse may include but are not limited to the following:

Standards for Reporting

Citation: Fam. Law § 5-701

A report is required when a person has reason to believe that a child has been subjected to abuse or neglect.

Persons Responsible for the Child

Citation: Fam. Law § 5-701

Responsible persons include a parent or other person who provides temporary care, custody, or supervision of the child, including:

- A *family member*, including a relative to the child by blood, adoption, or marriage
- A *household member*, including a person who lives or is a regular presence in a home of a child at the time of the alleged abuse or neglect

Exceptions

No exceptions are specified in statute.

Mandatory Reporters

The Child Welfare Information Gateway (2013) website: https://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm provides the State Statutes information on Mandatory Reporters.

Professionals Required to Report

Citation: Fam. Law § 5-704

Persons required to report include:

Health practitioners
Educators or human service workers
Police officers

Reporting by Other Persons

Citation: Fam. Law § 5-705

Any other person who has reason to believe that a child has been subjected to abuse or neglect must report.

An individual may notify the local department or the appropriate law enforcement agency if the individual has reason to believe that a parent, guardian, or caregiver of a child allows the child to reside with or be in the regular presence of an individual, other than the child's parent or guardian, who is registered as a child sex offender and, based on additional information, poses a substantial risk of sexual abuse to the child.

Institutional Responsibility to Report

Citation: Fam. Law § 5-704

A mandated reporter who is acting as a staff member of a hospital, public health agency, child care institution, juvenile detention center, school, or similar institution immediately shall notify and give all information required by this section to the head of the institution or the designee of the head.

Standards for Making a Report

Citation: Fam. Law §§ 5-704; 5-705

A mandatory reporter is required to report when, acting in a professional capacity, the person has reason to believe that a child has been subjected to abuse or neglect. Other persons shall report when they have reason to believe that a child has been subjected to abuse or neglect.

Privileged Communications

Citation: Fam. Law § 5-705

Mandatory reporters are required to report regardless of any other provision of law, including any law or privileged communications.

Only attorney-client and clergy-penitent privileges are permitted.

Inclusion of Reporter's Name in Report

The reporter is not specifically required by statute to provide his or her name in the report.

Disclosure of Reporter Identity

This issue is not addressed in the statutes reviewed.

Appendix B: Diseases Mandating Exclusion

Diseases Mandating Exclusion is based on the Communicable Diseases Summary by the Maryland Department of Health and Mental Hygiene available at http://phpa.dhmh.maryland.gov/IDEHASsharedDocuments/guidelines/CDSummary_FINAL_2011_Nov.pdf

- **Diarrheal Illness – E Coli** (if symptomatic, until cleared by health department), **Gardia** (until treated; if not treated contact health department for guidance about exclusion), **Norovirus** (until 48 hours after resolution of symptoms); **Rotavirus** (until 48 hours after resolution of symptoms); **Salmonella** (for children not toilet trained, whether symptomatic or not. Asymptomatic school-age children generally do not need to be excluded); **Shingella** (for those symptomatic until cleared by health department)
- **Hand-Foot-and-Mouth Disease**, Coxsackie viruses - until doctor states your child can attend school and all blisters have dried if “hand to mouth” behavior uncontrollable, not able to contain secretions, or draining sores cannot be covered
- **Herpes Simplex Virus** (Cold Sores, Fever Blisters) – exclude child who is drooling and cannot contain secretions
- **Impetigo** - until 24 hours after treatment has been initiated
- **Influenza** (Seasonal) – until without fever for 24 hours or if meets other exclusion criteria
- **Lice** –Skin may need treatment with pediculicide, if one is used exclude for 24 hours after first treatment is completed
- **Pertussis** (Whooping Cough) – excluded until completion of five days of recommended antibiotics; or 21 days from the date cough began for untreated cases.
- **“Pink eye,”** conjunctivitis, infectious – until cleared for return with documentation from a health care provider or after taking antibiotics for 24 hours
- **Ringworm of Scalp** – until oral treatment has been initiated
- **Ringworm of Skin or Body** – no exclusion as long as lesions can be covered and oral or topical treatment has been initiated

- **Rubella** – exclude for seven days after rash onset; with any outbreak, exclude unimmunized individuals until they are immunized.
- **Scabies** – until after treatment is administered, usually overnight. Treat case with scabicide and follow medical advice from health care provider.
- **Staphylococcal Infection** (Staph, Impetigo, MRSA) – if lesion cannot be covered. If antibiotic therapy is indicated exclude until 24 hours of antibiotic therapy has been completed, or otherwise cleared by health care provider. If not antibiotic therapy indicated, exclude until lesion is healed.
- **Strep throat** or other **streptococcal infection** - until 24 hours after start of antibiotic treatment

Appendix C: USDA Information

Child and Adult Care Food Program (CACFP) meal recommendations as listed below can be found at <http://www.fns.usda.gov/cacfp/meals-and-snacks>

Infant Meal Pattern

Breakfast		
Birth – 3 Months	4 – 7 Months	8 – 11 Months
4-6 fluid ounces of formula ¹ or breastmilk ^{2,3}	4-8 fluid ounces of formula ¹ or breastmilk ^{2,3} 0-3 tablespoons of infant cereal ^{1,4}	6-8 fluid ounces of formula ¹ or breastmilk ^{2,3} and 2-4 tablespoons of infant cereal; ¹ and 1-4 tablespoons of fruit or vegetable or both
Snack		
Birth – 3 Months	4 – 7 Months	8 – 11 Months
4-6 fluid ounces of formula ¹ or breastmilk ^{2,3}	4-6 fluid ounces of formula ¹ or breastmilk ^{2,3}	2-4 fluid ounces of formula ¹ or breastmilk ^{2,3} or fruit juice, ⁵ and 0-½ bread ^{4,6} or 0-2 crackers ^{4,6}
¹ Infant formula and dry infant cereal must be iron-fortified. ² Breast milk or formula, or portions of both, may be served; however, it is recommended that breast milk be served in place of formula from birth through 11 months. ³ For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered if the infant is still hungry. ⁴ A serving of this component is required when the infant is developmentally ready to accept it. ⁵ Fruit juice must be full-strength. ⁶ A serving of this component must be made from whole-grain or enriched meal or flour.		

Infant Meal Pattern

Lunch or Supper		
Birth – 3 Months	4 – 7 Months	8 – 11 Months
4-6 fluid ounces of formula ¹ or breastmilk ^{2,3}	4-8 fluid ounces of formula ¹ or breastmilk ^{2,3} 0-3 tablespoons of infant cereal ^{1,4} and 0-3 tablespoons of fruit or vegetable or both ⁴	6-8 fluid ounces of formula ¹ or breastmilk ^{2,3} 2-4 tablespoons of infant cereal; ¹ and/or 1-4 tablespoons of meat, fish, poultry, egg yolk, cooked dry beans or peas; or ½-2 ounces of cheese; or 1-4 ounces (volume) of cottage cheese; or 1-4 tablespoons of fruit or vegetable or both
<p>¹ Infant formula and dry infant cereal must be iron-fortified.</p> <p>² Breast milk or formula, or portions of both, may be served; however, it is recommended that breast milk be served in place of formula from birth through 11 months.</p> <p>³ For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered if the infant is still hungry.</p> <p>⁴ A serving of this component is required when the infant is developmentally ready to accept it.</p> <p>⁵ Fruit juice must be full-strength.</p> <p>⁶ A serving of this component must be made from whole-grain or enriched meal or flour.</p>		

Child Care Meal Pattern

Breakfast			
Food Components	Ages 1-2	Ages 3-5	Ages 6-12 ¹
1 milk ² fluid milk	½ cup	¾ cup	1 cup
1 fruit/vegetable juice ³ , fruit and/or vegetable	¼ cup	½ cup	½ cup
1 grains/bread ⁴ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	½ slice ½ serving ¼ cup ¼ cup	½ slice ½ serving ⅓ cup ¼ cup	1 slice 1 serving ¾ cup ½ cup

Snack			
Food Components	Ages 1-2	Ages 3-5	Ages 6-12 ¹
1 milk ² fluid milk	½ cup	½ cup	1 cup
1 fruit/vegetable juice ³ , fruit and/or vegetable	½ cup	½ cup	¾ cup
1 grains/bread ⁴ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	½ slice ½ serving ¼ cup ¼ cup	½ slice ½ serving ⅓ cup ¼ cup	½ slice 1 serving ¾ cup ½ cup
1 meat/meat alternate Meat or poultry or fish ⁵ or alternate protein product or cheese or egg ⁶ or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds or yogurt ⁸	½ oz. ½ oz. ½ ⅓ cup 1 Tbsp. ½ oz. 2 oz.	½ oz. ½ oz. ½ ⅓ cup 1 Tbsp. ½ oz. 2 oz.	1 oz. 1 oz. ½ ¼ cup 2 Tbsp. 1 oz. 4 oz.

Child Care Meal Pattern

Lunch or Supper			
Food Components	Ages 1-2	Ages 3-5	Ages 6-12 ¹
1 milk ² fluid milk	½ cup	¾ cup	1 cup
1 fruit/vegetable juice ³ , fruit and/or vegetable	¼ cup	½ cup	¾ cup
1 grains/bread ⁴ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	½ slice ½ serving ¼ cup ¼ cup	½ slice ½ serving ⅓ cup ¼ cup	½ slice 1 serving ¾ cup ½ cup
1 meat/meat alternate Meat or poultry or fish ⁵ or alternate protein product or cheese or egg or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds ⁷ or yogurt ⁸	1 oz. 1 oz. ½ ⅛ cup ¼ cup ½ oz. 4 oz.	1 ½ oz. 1 ½ oz. ¾ ⅛ cup ¾ cup ¾ oz. 6 oz.	2 oz. 2 oz. 1 ¼ cup ½ cup 1 oz. 8 oz.
<p>¹Children age 12 and older may be served larger portions based on their greater food needs. They may not be served less than the minimum quantities listed in this column.</p> <p>²Milk served must be low-fat (1%) or non-fat (skim) for children ages 2 years and older and adults.</p> <p>³Fruit or vegetable juice must be full-strength.</p> <p>⁴Breads and grains must be made from whole-grain or enriched meal or flour. Cereal must be whole-grain or enriched or fortified.</p> <p>⁵A serving consists of the edible portion of cooked lean meat or poultry or fish.</p> <p>⁶One-half egg meets the required minimum amount (one ounce or less) of meat alternate.</p> <p>⁷Nuts and seeds may meet only one-half of the total meat/meat alternate serving and must be combined with another meat/meat alternate to fulfill the lunch or supper requirement.</p> <p>⁸Yogurt may be plain or flavored, unsweetened or sweetened.</p>			