

PARENT HANDBOOK

2025-2026



Malheur County Child Development Center serves families with preschool children from various backgrounds. Our services are tailored to the success of families and staff.

LOCATIONS



Ontario- Central Center & Admin Office
790 S.W. 7th Place
Ontario, OR 97914



Ontario- Full Day Center
830 S.E. 5th Street
Ontario, OR 97914



Vale Center
401 E Street West
Vale, OR 97918

PROGRAM INFORMATION

Child's Center: _____

Child's Classroom: _____

Center Phone Number: _____ (541) 889-2393

Site Supervisor: _____

Child's Teacher: _____

Teacher Assistant: _____

Family Advocate: _____

Child's Bus Driver: _____

Nutrition Staff: _____

Program Manager: _____ Becky Padilla

Mealtimes

Breakfast 8:30am

Lunch 11:30am

Snack 2:15pm

Visit our website at: www.mccdc.org

Phone: (541) 889-2393

Fax: (541) 889-7137

Malheur County Child Development Center

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WHAT IS HEAD START?

We believe that Malheur County Child Development Center is a valuable part of a greater community, and that we can strengthen that community by working as partners with families and local resources. Malheur County Child Development Center does not discriminate on the basis of age, race, color, sex, national origin, or disability. If you feel that you have been discriminated against in any of these areas see the *Problem Resolving Procedures* in this book.

HEAD START believes parents are the primary educators and advocates of their children. We encourage and support your active participation in all areas of the program.

HEAD START is Education— games, stories, art, music, field trips, learning about self, family, community, his/her own and other cultures at home or in the center— all to assist in school readiness.

HEAD START is Health and Nutrition— Children are served a healthy breakfast, lunch, and snack, assistance in obtaining medical and dental care, screenings in vision, hearing, speech, developmental growth, and working with Early Childhood Special Education to meet the needs of children with disabilities. Children need to be healthy to learn!

HEAD START is Family Services— providing support services and working with community agencies to better engage Head Start families.

HEAD START is many people working together in many ways to help meet family needs.



PHILOSOPHY

The Head Start program is based on the premise that all children share certain needs, and that children and families, can benefit from a comprehensive developmental program to meet those needs. The Head Start program approach is based on the philosophy that:

- The staff will give precedence to the learning of children and their parents.
- All staff members must make every effort to communicate with parents on a regular basis, so that parents become actively engaged in the program.
- A holistic approach will be used in educating children in all aspects of the program. This will ensure that children are always learning from the whole to the part instead of being drilled in isolated skills.
- The staff will work as a team to provide the children and their families with access to all available community resources. As such, the staff will make every attempt to work with the community services that are available to meet the needs of the families we serve.
- The staff will work as a team to build each other's individual strengths and personal knowledge.
- We will strive to use effectiveness in working with children and their families.
- We believe that the parents are the prime educators of their children.
- The staff will endeavor to communicate with parents, children, and other staff in a friendly, respectful way.
- All staff must ensure that parents are recognized for their abilities, culture, value system, and lifestyle.

Every child has the right to learn. More than that, every child, as he/she grows up, needs to learn at least three things:

- How to feel good about himself/herself: A way of being.
- How to relate meaningfully to other people: A way of loving.
- How to use his/her talents and skills to get by in this very difficult world: A way of working.

This is a big order in which parents and schools play the major teaching roles.

A SAMPLING OF OUR SERVICES

FAMILY SERVICES: Family Service staff are available to assist you in your role as your child's first and most important teacher. We provide support in times of crisis, connect to local resources, and refer families as needed.

MENTAL HEALTH SERVICES: A mental health consultant also does observations in each classroom during the program year. The mental health consultant advises the classroom staff in the development of a warm and accepting environment and a positive classroom experience for each child. The Mental Health Consultant is available for consultation on an individual basis as requested.

SPECIAL SERVICES: Children with special needs and their families receive the full range of Head Start services. In addition, Head Start staff members work closely with community agencies to provide services to meet the special needs of the children with disabilities.

HEALTH : Head Start believes that it is essential for children to be healthy to learn. Our goal is to help parents promote positive, culturally relevant health behaviors that enhance life-long well-being. You are encouraged to be engaged in all aspects of your child's health care, helping them to learn the importance of prevention, early detection, and treatment. Your child learns about health through role play and everyday classroom activities such as tooth brushing and hand washing.

SAFETY : Program emergency procedures clearly state how staff handle health related emergencies as well as classroom/playground injuries, illnesses, or infectious diseases. Staff, parents, and volunteers are taught safety techniques to model safe behaviors and provide a safe environment for children. Parents are also educated about child safety and safe home environments.

EDUCATION: We hold to the belief that parents are the primary educators of their children, having the greatest influence and responsibility for their children's education. We know that child development works best in a positive, success-orientated and unbiased environment. Parents and Teachers working together in partnership can build upon the development and success of the child and family through individualized goal setting.

NUTRITION: Children are served meals daily. Meals are nutritious and children learn to develop healthful eating habits and broaden their food experiences. Children are given the opportunity to participate in a variety of learning experiences about food and proper nutrition to encourage them to make healthy food choices and to learn how food affects their health. Not only are the nutritional requirements of the children considered, but their diverse individual characteristics and preferences are respected as well. The nutritional needs of children and families are identified in relation to their health, cultural, dietary, and community needs. Family eating patterns are acknowledged and considered when planning menus.

KEYS TO EXCITING ENGAGEMENT IN HEAD START

CLASSROOM VOLUNTEERING:

Being a parent volunteer benefits your child, other children in the class, the teachers, and the school. When your child sees your interest in their education, it increases their chances of success. Your child is more likely to have good attendance, show proper behavior, and social skills. Ask your child's teacher, your Family Advocate, or your Site Supervisor about other ways to be involved and to share some of your own ideas.

FAMILY FUN NIGHTS:

Each center hosts a Family Fun Night monthly. Each month has a different theme including Literacy, Nutrition, Safety, Math & Science, etc. These events are for the whole family. Parents are invited to bring any siblings and additional caregivers to Family Fun Night. Food and activities are provided at each event. Community Partners are also invited to Family Fun Nights to share information and resources with Head Start families. MCCDC Site Supervisors encourage and welcome any ideas or feedback parents may have on Fun Night activities, menu, and information.

HOME VISITS:

Home visits are an enjoyable way of engaging in your child's education. You know your child and family better than anyone, and it is your ideas and suggestions that help our staff provide the best activities and services for your needs.

GRANTEE BOARD:

The Board is responsible for administrative decisions which follow federal guidelines. Head Start Policy Council parents are encouraged to run for election to the Board.

POLICY COUNCIL:

This is the policy decision making group for the program. Policy Council comprises parents of currently enrolled children and representatives of our community. It follows federal guidelines, such as recruitment, personnel matters, budget, and selection of criteria for children.

HOLIDAY POLICY

Malheur County Child Development Center respects the rights of individual families to observe holiday customs and traditions, creating opportunities for families to share their celebrations.

Holidays will not be the focus of weekly lesson plans; however, they may be acknowledged. The extent of the acknowledgement will depend upon parent input with guidance from teaching staff about what is developmentally appropriate, respecting each family's customs and traditions.

If you have any questions or concerns about holidays, discuss this with your center's Site Supervisor.

REASONABLE AND FAIR ENVIRONMENT

Malheur County Child Development Center is committed to fostering an environment where all are safe, valued, and respected. Our program is committed to building upon the values and strengths of the children and families we serve, our staff, and the community.

PARENT COMMITTEE POLICY

Parent Committees meet monthly at their centers. They conduct the business of their group, get better acquainted with each other, and become more familiar with the community.

Parents, Head Start staff, and community individuals may be invited to speak on topics of interest or teach a skill. Officers are elected at the first meeting of the program year. All parent and community participation in the program are on a volunteer basis.

The Parent Committee is set up at the center level. It is composed of families whose children are enrolled in that center. The Parent Committee assists in planning and conducting programs and activities for families.

Each group will elect a Chairperson, Vice-Chairperson, and Secretary. The Chairperson will conduct the meeting with the assistance of the Site Supervisor.

A “small group” within the Parent Committee will consist of the officers and at least two (2) additional parents. The Site Supervisor must be present to assist in facilitation. In the event that a decision is needed before the next scheduled Parent Committee Meeting, this “small group” can make the decision.

Parent Committee Meetings will be held three times a year at a time selected by each particular group. The time and date should be convenient for the majority of the parents to attend excluding weekends and Friday nights.

A quorum for voting will consist of those parents present at that meeting. Staff do not have voting privileges, including staff with children in the program.

When all centers are involved in making a decision, the Family Services Manager will have the responsibility of coordinating the information and collecting the votes from the Chairperson of each Parent Committee on the decision made.

Policy Council Representatives are to act as a liaison between their Parent Committee and Policy Council.

ITEMS THAT MUST BE INCLUDED ON A REGULAR BASIS ARE:

- Reading of minutes
- Policy Council meeting minutes available at centers
- Business meeting
- Training activity
- Planning for next meeting

RESPONSIBILITIES AND PARENT ROLES:

1. **Site Supervisor**– Help arrange transportation and childcare. Meet with the Chairperson to plan meeting. Provide for parent input into lesson plans. The Site Supervisor is responsible for collecting and distributing Parent Committee Meeting minutes including a copy to the Family Services Manager. The Site Supervisor will attend all meetings and conduct meetings in the absence of the Chairperson and Vice-Chairperson.
2. **Family Advocate**– Promotes parent engagement on home visits, generate enthusiasm about Parent Committee Meetings., Assist in training when requested, and work with the Site Supervisor to plan parent meetings.
3. **Chairperson**– Plan the Parent Committee Meetings with the Site Supervisor and make flyers. Conduct the meetings. Assist the Teachers and Family advocates in encouraging parent participation.
4. **Vice-Chairperson**– Assist the Chairperson in any of the above responsibilities. Act as Chairperson during Parent Committee Meetings whenever the Chairperson is absent.
5. **Secretary**– Keep minutes of each Parent Committee Meeting. Read minutes of previous meeting. Furnish copy of minutes to the Site Supervisor to be turned into Family Services Manager by the end of the month.
6. **Family Services Manager**– Assist Chairperson as requested. Help in arranging for films, speakers, trainers, etc. Encourage parent participation and engagement. Act as a liaison between Central Office and the Parent Committee. Ensure parent training on health, dental, nutrition, mental health, disabilities, and child development will be offered to all parents each year.

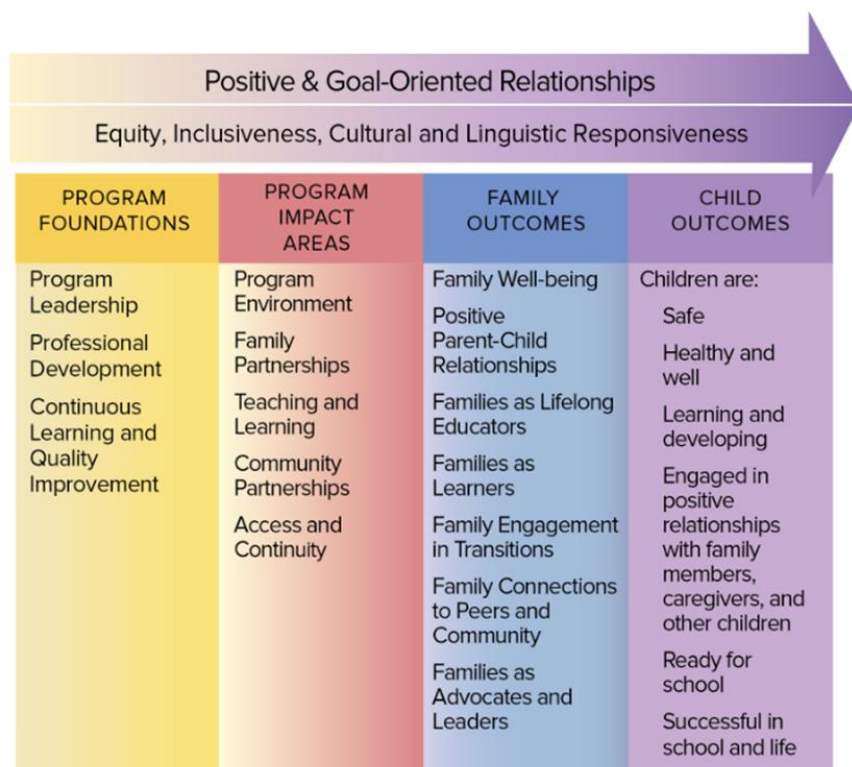
***All officers are required to attend the Parent Committee Leadership Training in the fall. ***

PARENT ENGAGEMENT PHILOSOPHY

Parent engagement strikes at the very heart of any Head Start program. It is necessary to achieve the objective of Head Start and to enhance the possibilities that Head Start will have a lasting effect on the child and his/her family.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK (PFCEF)

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families. PFCE Framework program goals are to Build Relationships between parents and children and to Individualize with families.



U.S. Department of Health and Human Services

Administration for Children and Families

Office of Head Start

PARENTS HAVE THE RIGHT:

- To be welcomed in the classroom.
- To be treated with respect and dignity.
- To be informed regularly about your child's progress in class.
- To expect guidance for your child's total individual development.
- To learn about programs that enhance the quality of life for you and your family.
- To assist in planning and to participate in programs to develop and improve your skills for future employment.
- To be informed of community resources dealing with health, education, and the improvement of your family life.
- To take part in making decisions about the planning and operation of the program.
- To learn about the education and experience needed to fill various staff positions.



PARENT'S RESPONSIBILITY:

- To learn as much as possible about the program and to take part in policy decisions.
- To accept the program as an opportunity to learn and grow.
- To take part in the program as an observer and a volunteer, and to contribute your services in whatever way you can toward enrichment of the total program.
- To provide leadership by taking part in elections, explaining the program to other parents, and encouraging others to contribute their full participation.
- To welcome center staff into your home to discuss ways in which you can help your child's development and family.
- To guide your children with loving and protective firmness.
- To offer constructive criticism of the program and to defend it against unfair criticism.
- To participate in an evaluation of the program.
- To take advantage of activities designed to increase your knowledge of child development and parenting.
- To take advantage of opportunities to improve your skills for possible employment.
- To become engaged in community programs which help improve health, education, and recreation for everyone.

PROBLEM RESOLVING PROCEDURES

We believe that most grievances can, and should, be rectified in a frank discussion between all involved parties.

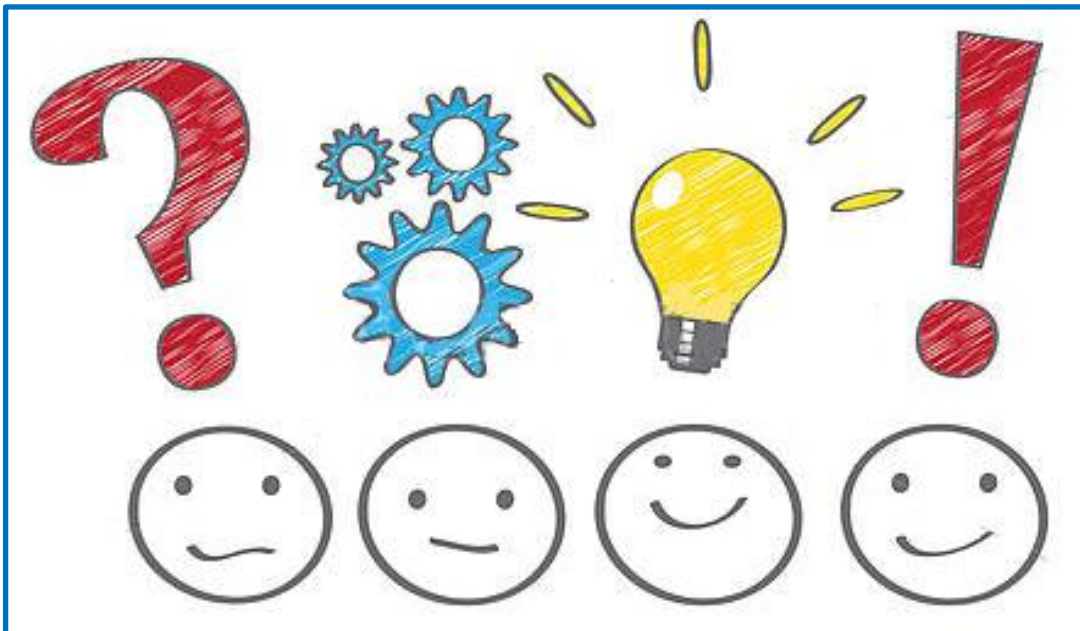
These are the steps to follow:

1. Discuss your concern with the people involved.
2. If step 1 is ineffective, discuss your concern with the Site Supervisor.
3. If the matter is still unresolved, go to the Program Manager.

These steps need to be followed in order.

If you feel your civil rights have been discriminated against, a staff member can assist you in filing a Civil Rights Complaint form. The Site Supervisor and Program Manager will be notified.

Parents may request a written report on the action which was taken to resolve the concern in a timely manner.



INKIND– WHAT IS IT?

Head Start receives essential monetary credit for your volunteer time and donations. This is called INKIND. Your child's teacher and family advocate will assist you in becoming familiar with the ways we keep a record of your Inkind. If you have a professional skill (dentist, teacher, nurse, etc.) please allow your child's teacher or family advocate to make a copy of your credentialing to go in our Inkind records. We receive a larger credit for specialized skills.

Your volunteer time is normally measured per hour at Teacher Assistant wage plus benefits. We must meet 25% of our budget with Inkind credit.

There are many ways to assist us in raising Inkind. Here are some ideas:

- Classroom aide
- Planning special events
- Building, cleaning, or repair
- Do parent/teacher planned activities at home (Inkind Calendar)



CHILD ABUSE AND NEGLECT POLICY

Probably at one time or another every parent has been at their “wit’s end” with their child. It’s, at times like these, that children can become victims of child abuse or neglect. Head Start staff are here to give suggestions or ideas to use with your child during those trying times. We are here to help you; however, we are also concerned for the safety and well-being of your child.

In dealing with child abuse and neglect we are guided by: State Law and the MCCDC Program Philosophy.

1. STATE LAW requires all employees of MCCDC to report all cases of suspected abuse or neglect to the Child Abuse Reporting Hotline or a law enforcement agency. **FAILURE TO REPORT SUSPICIONS IS A CRIMINAL ACT.**
2. HEAD START REGULATIONS also require us to report abuse IN COMPLIANCE WITH STATE LAWS.
3. MCCDC’s PHILOSOPHY states “The destiny of children is so closely tied to that of their parent that we can only effect growth in the child with active cooperation of the parents.” MCCDC is committed to helping parents in their roles as parents.

We at Head Start have developed a procedure for reporting abuse that meets the requirements of the law and ideals under which we work. **WE REPORT ALL CASES OF SUSPECTED ABUSE AND NEGLECT.** This does not necessarily mean that your child will be taken from you. That rarely happens. What it does mean is that you will be contacted. Interventive and supportive services will be offered to you. It is always better to seek out these services before the situation is critical. It will be much easier for both you and your child. The Site Supervisor can help both before and after a report is made. Our Site Supervisors are trained to assist families in preventing family crisis, as well as in— crisis intervention, so let us know if and when we can help.

OUR GOAL IS TO HELP FAMILIES IDENTIFY AND SOLVE THEIR PROBLEMS AND TO KEEP FAMILIES TOGETHER.

ATTENDANCE POLICY

Regular attendance will help give your child the best possible start to improve school readiness. Regular school attendance benefits the child's academics and social skills. Just by being present at school, your child is learning how to be a good citizen by participating in the school community, learning valuable social skills and gaining confidence in themselves as they accomplish new things every day and to take advantage of all the available chances to learn. Good attendance leads to lifelong learning and positive habits.

- Studies show that children who are chronically absent (attending less than 10% of class) have lower academic success in kindergarten and first grade.
- All families are encouraged to maintain regular attendance in the Head Start program.
- Regular attendance is defined as present or participating for **90%** of expected hours or more.
- Parents are expected to call, send a note, or communicate with staff to account for each day that their child cannot attend class. Staff will provide support as needed.
- If participation or attendance ceases, staff will make an effort to re-engage families to resume attendance.
- A slot is vacant when attendance does not resume, and may be considered an enrollment opportunity for a family on the program's waiting list.

TOYS AND FOOD AT THE CENTER

There are plenty of toys and equipment at the center for everyone. We ask that you keep your child's toys at home. We cannot guarantee the safe return of personal toys.

Meals are provided. Please do not send food from home or a restaurant to school with your child. If your child is arriving late, and has missed a center mealtime, please let staff know. Staff can provide a light meal for your child before their next scheduled mealtime.

NUTRITION

Mealtime is a learning time. As your child enjoys sharing breakfast, lunch, or a snack with friends, the staff will talk with your child about how eating nutritious foods helps them play, learn, and grow.

Meals are served family style. As they develop coordination and learn social skills, children are encouraged to do as much as possible for themselves. Staff will role model for children by eating new foods to encourage them to try new foods. Children are encouraged to sample foods, but not forced to eat anything they don't want to. Food is never used as a punishment.

Iron fortified formula and infant foods are also provided for children under 12 months of age based upon the baby's nutritional needs. Breastfeeding mothers may supply breast milk. Space is provided for a nursing mother if needed. All bottles and feeding utensils are provided.

MCCDC participates in the USDA Child and Adult Care Food Program (CACFP). Federal regulations further **require** MCCDC to make substitutions to the standard meal requirements for participants who are determined to be disabled and whose disability restricts their diet.

A child with a disability is defined as any child who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

Determinations of whether a child has a disability that restricts their diet are to be made on an individual basis by an Oregon licensed health care professional. MCCDC is not required to make substitutions for children whose conditions do not meet the definition of a person with disabilities. In most cases, the special dietary needs of children without disabilities may be managed within the normal program meal service when a well-planned variety of nutritious foods is available to children.

All menus are carefully developed. Parents, Staff, and dietary experts, all contribute to planning high quality meals that provide at least 2/3 of a child's daily nutritional needs. We welcome your ideas!

We also offer nutritional information through parent meetings, home visits, trainings, and informational pamphlets. Our staff work hard to make a variety of nutritional information readily available to you. We have great ideas for everything from nutritious snacks to family menu planning and budgeting food dollars. Just let your Family Advocate or Site Supervisor know the topics in which you are interested.



USDA NON-DISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
 2. **fax:** (833) 256-1665 or (202) 690-7442; or
- email:** Program.Intake@usda.gov

This institution is an equal opportunity provider.

WIC

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides federal grants to states for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.

To get help from WIC you must:

- Live in Oregon.
- Be a pregnant, postpartum or breastfeeding woman, an infant or a child under 5 years old
- Have a nutritional need.
- Have a household income less than 185% of the federal poverty limit. (Individuals who can prove fully eligible for Medicaid/Oregon Health Plan, TANF, SNAP/Food stamps or FDPIR are automatically income eligible for WIC.
- Meet the WIC income guidelines.

To find your local WIC office:

- Call 211 toll-free
- For TTY relay call 711 or
1-800-735-2900

WHAT YOU GET WITH WIC:

- Benefits to buy healthy foods like whole grains, milk, fruits, and vegetables.
- Answers to your nutrition questions
- Breastfeeding help and breast pumps for moms who need them
- Information on how to feed your child, prenatal care, breastfeeding and much more
- Classes on a variety of health and parenting topics.
- Information on other services in your community.

WIC shopping trips are fast and easy with the eWIC card! With the card, you can buy WIC foods as you need them. You don't even need to separate your WIC purchases at most stores. Just tell the cashier that you're using your WIC card.

Foods available through the program:

- Milk, Soy Beverages, Goat milk
- Cheese
- Eggs, Tofu
- Hot cereal, Cold cereal
- Canned fish
- Yogurt
- Dry peas, beans & lentils, canned beans
- Fruits & Vegetables



DISABILITIES

SPECIAL SERVICES

Children with special needs and their families receive a full range of Head Start services. Every child will have a developmental screening within the first 45 calendar days. This screening is called ASQ-3. It will screen in the developmental areas of *Motor* (fine and gross motor– cutting with scissors, hops on one foot for 10 feet), *Communication* (follows two-step verbal commands, uses pronouns (I, you, and me), and *Cognitive* (identifies big and small shapes, repeats two-digit sequences). These are some examples of the screening which helps to identify child strengths. Your child's Teachers will share the child's results. Yet, if a concern is noted, parents will be contacted as soon as possible to suggest further evaluation. Through further evaluation, if a child is found eligible for special services, an Individual Family Service Plan (IFSP) will be developed in collaboration with the parents, Head Start Staff, and the Malheur Education Services District, Early Childhood Special Education (ECSE).

If you have any concerns or questions regarding your child's development, please contact your child's teacher, share with your Family Advocate, or speak with the Disabilities/Mental Health Manager.

MENTAL HEALTH SERVICES

Head Start contracts services with a licensed Mental Health Consultant who observes children in each classroom on a needed basis. Staff are advised in the development of a warm and accepting environment and a positive classroom experience for each child. The Mental Health Consultant also does individual observations as requested by teachers or parents. Consultants, group sessions, and training for families and Head Start staff members are provided by the Mental Health Consultant. Head Start provides preventative measures to ensure each child is socially and emotionally healthy.

Every child will have an Ages and Stages Social Emotional Screening (ASQ-SE) within the first 45 calendar days of enrollment. It is a screening tool for assessing social and emotional development in your children. This screening is done with the parents at orientation. Family Advocates will assist parents with the resources and referrals as needed if there are social and emotional concerns.

“NON-PEANUT” PROCEDURE

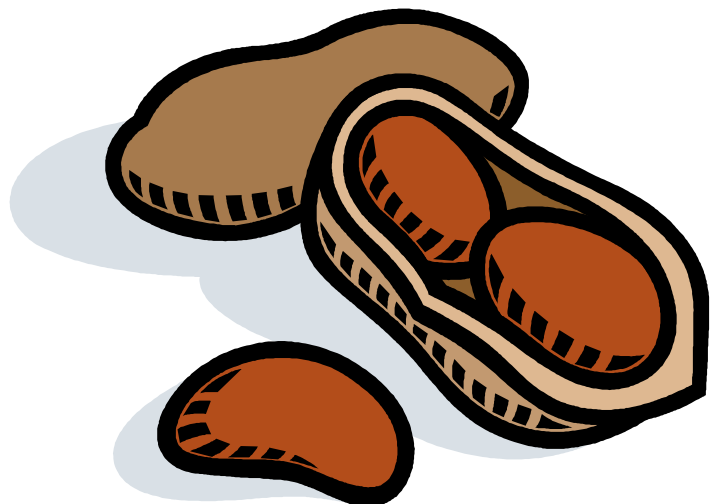
This procedure will only be followed when a child and/or staff at a program center has a severe peanut allergy.

WHAT DOES THIS MEAN?

- We will no longer be serving peanuts, peanut butter, or any other food that may contain peanuts.
- Staff will no longer be allowed to bring foods from home containing peanut products.
- Children will not be allowed to bring outside food into the centers. If outside food is brought, it will be bagged and sent home with the child when the program day ends.

WHY HAVE WE CHOSEN TO USE NON-PEANUT MENUS?

- Peanuts are one of the most common food allergens.
- Individuals with food allergies are at risk for anaphylaxis, a potentially life-threatening allergic reaction.
- Trace amounts of a food allergen can cause a reaction.
- We want to keep all our students safe.



Malheur County Child Development Center
MEDICATION ADMINISTRATION POLICY

Medication will only be administered to children that is prescribed and outlined in an Individual Health Care Plan (IHP). An Individual Health Care Plan enables a child who has a known health concern (i.e. asthma, severe allergies, seizure disorders, etc.) to attend the program and receive needed medication. The following regulations apply to all children who are required to take prescribed medication during regular program hours:

1. Medication administration will be only in accordance with the Individual Health Care Plan. The IHP must be developed with a health care provider and parent. The IHP includes medical protocols and parent permissions to administer medication. Written authorization by parent and health care provider is required.
2. All staff designated as medication administrators will be trained by a licensed health professional in the specific protocols and procedures outlined in the IHP.
3. Prescribed medication brought into a center by a parent, as specified in an IHP, is stored in the original container. The container must be labeled by the pharmacist with the following information:
 - ★ The child's first and last name.
 - ★ The name and strength of medication.
 - ★ The date the prescription was filled.
 - ★ The name of the health care provider who wrote the prescription.
 - ★ Medication's expiration date; and
 - ★ Prescription label with specific, legible instructions for administration (dose, route, frequency), storage, and if applicable, disposal.
4. Bus Drivers must have prior notification when medications are to be transported on the bus.
5. All medications, excluding rescue meds, are kept in a locked container. All medications, including staff and volunteers, is never accessible to children. This includes medications that are to be transported on the bus and those that require refrigeration.
6. A *Received Medication* letter is sent home to the parent documenting the date, name of child, name of medication, dosage, and time administered. This form must also contain the signature and title of staff member administering the medication. A Medication Log is kept in child's file.
7. When a parent administers medication to their child while at the center, they must inform the appropriate staff member that the medication was given.
8. If an emergency occurs, or at any time there is a suspected drug reaction, **911** will be called. A *Medication Incident Report and Incident Report* form will be filled-out. A designated staff member will notify the parent and health care provider as quickly as possible by phone or in person.

HEAD LICE MANAGEMENT

Head lice are not an indication of cleanliness or poor hygiene, and it is not uncommon for a child to have a case of head lice. However, due to the fact that head lice can spread from one child to another, it is important to exclude children with live lice from the center until they are treated. Treatment is defined as any intervention that is successful in the elimination of all live head lice. Parents are **strongly** encouraged to remove all nits as well. If nits are not removed, they will hatch and re-infest your child with lice. Combing and picking lice and nits is always recommended.

After a child has been treated, the child's parent/guardian must transport the child to the center to have a staff person check the child for signs of live lice before that child will be readmitted to the classroom. If live lice are found, the child will need to be sent home from school. Head Start will work with parents to educate them in the proper procedures to eliminate all lice from their homes and laundry and to prevent re-infestation. In chronic cases, contacting your child's pediatrician for further assistance can be helpful.

HEAD LICE POLICY

Classroom staff check daily to ensure that each child is free of head lice. However, in the event that lice are found on a child, the following steps will be taken.

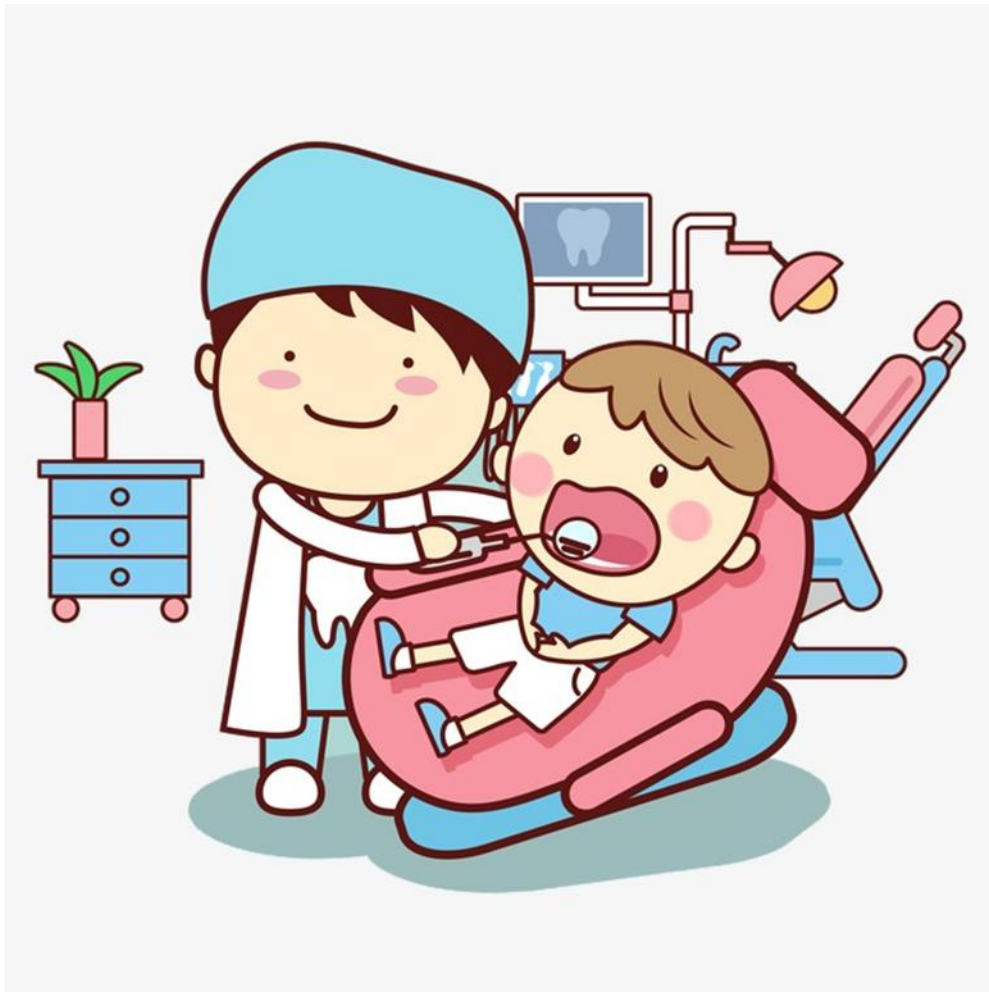
1. Parent will be notified of any lice found on child and will be asked to come and pick up the child.
2. When parent arrives, they will be shown the louse.
3. The parent will be given written instructions on how to treat the child and the home.
4. Staff will communicate to parent or guardian that child cannot return to school until they are declared lice free.
5. At the request of the parent, or after three (3) documented occurrences, a special home visit will be done by the Family Advocate and Site Supervisor or Health Manager. The purpose of this home visit will be to ensure that the parent has received and understands proper instructions for making the child, family, and home lice free.

HEALTH SERVICES REQUIREMENTS

Oregon law requires immunization records submitted prior to your child starting Preschool and Early Head Start. In addition, an up-to date (within the last 12 months) Well Child Check and Dental Exam for your child is due within 30 days, as well as their Health Insurance Information. Dental exams must also be kept current, meaning that most children over 12 months need to have a dental exam every 6 months. Family Services staff will support and assist parents with barriers, and if necessary, health and dental referrals will be made regarding each individual need.

Within 45 days of your child attending Head Start, their vision and hearing screenings are obtained, as well as their current height and weight, used to complete their Growth Assessment. We ask that you have your child in full attendance during this time.

Your Family Advocate can assist you in acquiring health insurance for your child as well as locating a health care provider and/or dentist if necessary.



WHEN SHOULD I KEEP MY CHILD HOME?

DO NOT SEND AN ILL CHILD TO SCHOOL. If your child is ill or his/her fever is higher than 103 degrees, contact your health care provider for advice. If you need help in finding a health care provider, contact the program's Health Office or the county health department.

Refer to the “What To Do When Your Child Gets Sick” book for further guidance. If you have not received a copy of “What To Do When Your Child Gets Sick” please contact your Site Supervisor or Family Advocate

An unexplained temperature above 101°F by any method, in a child younger than 4 months should be medically evaluated. Any infant younger than 2 months of age with fever should get immediate medical attention.

Children shall be excluded from the center if they have one of the following symptoms, or combination of symptoms, of illness:

- ✓ **Fever over 100.4°F.** A child with a fever over 100.4°F may return if fever free for 24 hours without the aid of medication.
 - ✓ **Diarrhea,** which means three or more watery, bloody, or loose stools in 24 hours, the sudden onset of loose stools, or a child is unable to control bowel function when previously able. A child with diarrhea may return 48 hours after diarrhea resolves or with written clearance from a licensed healthcare provider.
 - ✓ **Vomiting** at least one time, where there is no explanation for the vomiting. A child who vomits without explanation may return 48 hours after the last episode of vomiting or with written clearance from a licensed healthcare provider.
 - ✓ **Severe or persistent coughing.** A child with severe or persistent coughing may return after symptoms are improving for 24 hours or with written clearance from a licensed healthcare provider.
 - ✓ **Unusual yellow color to skin or eyes.** A child with unusual yellow color to skin or eyes may return to care with written clearance from a licensed healthcare provider.
 - ✓ **Open sores or wounds discharging bodily fluids.** A child with open sores or wounds discharging bodily fluids may return to care after rash is resolved, when sores and wounds are dry or can be completely covered with a bandage, or with written clearance from a licensed health care provider.
 - ✓ **Stiff neck and headache** with one or more of the symptoms listed
 - ✓ **Uncharacteristic lethargy, decreased alertness, increased irritability, increased confusion, or a behavior change that prevents active participation in usual school activities.** A child with any of the above symptoms may return to care when symptoms resolve, return to normal behavior, or with written clearance from a licensed health care provider.
 - ✓ **Difficulty breathing or abnormal wheezing.** A child with difficulty breathing or abnormal wheezing may return to care after symptoms are improving for 24 hours.
 - ✓ **Complaints of severe pain.** A child with complaints of severe pain may return to care after symptoms are improving.
 - ✓ **Eye lesions that are severe, weeping, or pus filled.** A child with eye lesions that are severe, weeping, or pus filled may return to care after symptoms resolve or with written clearance from a licensed healthcare provider.
 - ✓ **Head Lice,** from time of discovery until Head Lice free; or
 - ✓ **Symptoms or complaints that prevent the child from participating in their usual activities, with or without fever.**
- The Health/Nutrition Manager may contact your health care provider about their recommendations to return your child to school.

STANDARD PRECAUTIONS

Standard Precautions is a system of infectious disease control assuming that the body fluids of all persons are infectious. Standard Precautions are designed to reduce the risk of transmission of all communicable diseases whether a person exhibits symptoms of illness or not. It is important to recognize that many people carry infectious diseases and are often contagious before they appear sick or are aware that they are ill.

Staff members protect themselves and the children they serve by carrying out sanitation procedures on a routine basis. Staff follow these precautions when providing care to any child, whether or not the child is known to be infectious. Children are taught basic hand washing; to wash hands before eating and after toileting and are encouraged to wash them any other time when appropriate.

Standard Precautions refers to the use of barriers or protective measures when dealing with the following:

- Blood,
- All body fluids, secretions, and excretions, except sweat, regardless of whether they contain visible blood,
- Non-intact skin; and
- Mucous membranes.

Strict adherence to Standard Precautions and the appropriate use of personal protective equipment (PPE) decreases the risk of infection from Bloodborne organisms or germs as well as the transmission of all communicable diseases. Appropriate barriers used at MCCDC sites include materials such as non-porous gloves, disposable towels, and surfaces that can be sanitized. PPE supplies are kept in classrooms, kitchens, and buses. Whenever teachers are out of the classrooms with children, they wear a fanny pack containing PPE and First Aid supplies.

Method Used to Apply Standard Precautions:

- HAND WASHING PROCEDURES
- WEARING NON-POROUS GLOVES
- ENVIRONMENTAL SANITIZING
- PROPER DISPOSAL OF MATERIALS

INCLEMENT WEATHER POLICY

Outdoor play at MCCDC is very valuable and time spent outdoors is an important part of a child's day. MCCDC recognizes the need for children to expend energy, develop motor skills, feel the sun and wind on their face and engage in self-paced play.

Since outdoor activities are a continuation of the educational experience, your child will be expected to go outdoors. When properly clothed, children can participate in safe, vigorous play in an outdoor environment in most weather conditions. However, there are times when it is not safe for children to be outdoors.

- Children will play outside, weather and conditions permitting.
- Families are encouraged to dress children appropriately for weather conditions.
- Children will remain indoors if the wind chill is 0° Fahrenheit or if the Heat Index exceeds 105° Fahrenheit. However, if the temperature is 100° Fahrenheit or higher, or is 32° Fahrenheit or lower, staff will have to use discretion as to whether or not to take the children outside. Each center will have some discretion due to the different conditions existing at each playground (i.e. shade, sunny, sheltered), and will decide as to how long, and if, the children go outside.
- Children will not be outside during threatening weather such as: Severe thunderstorms, blizzards, windstorms, or bad air quality warnings.
- During freezing weather, if the playground cushion surface material under a play structure is frozen and not loose to the required depth, the playground is not safe and the structure (i.e. climbing, slide, swings) needs to be closed until the material is thawed again.
- Drinking water with cups is available to children on the playground at all times when the weather is above freezing temperature.
- First aid fanny packs are always carried by staff members on the playground.
- Supervision and guidance by staff of all children during activities is provided with staff/child ratios at all times.

CRIMINAL HISTORY CHECKS FOR VOLUNTEERS

MCCDC will require all prospective new regular volunteers (those volunteering at least 40 hours per month) to enroll in the Criminal Background Registry through the Department of Early Learning & Care (DELIC). Due to child protection laws, volunteers will never be left alone with children and are required to follow the Volunteer Code of Conduct. All volunteers in the center must complete the Volunteer Acknowledgement Form- your Site Supervisor will have forms available for all volunteers.

TOBACCO FREE ZONE

We want to create a healthy environment for your children. Head Start is a Tobacco Free Workplace. The use of tobacco is not allowed in any MCCDC building or within 20 feet of bus or program vehicles. Please check with your Head Start staff for the designated smoking area.

SCREEN TIME

“Screen time” is the amount of time spent using a device with a screen such as a smartphone, computer, television, video game console, or even a tablet. Screen time is a sedentary activity, which means, you are not being physically active while using devices. Due to the effects that screen time has on children, our classrooms offer little to no screen time while at school.

GUIDANCE ON CHILDREN'S CLOTHING

- Weather permitting, children play outside daily, so dress them appropriately for the weather for outdoor play in each season.
- Please dress your children in clothing that can get dirty and label outerwear. (such as coats, hats, and mittens) with their name so that it is easily identified.
- Because young children do have accidents, it is important to provide a full set of extra clothing (underwear, socks, shirt and pants).
- Please avoid jewelry, clothing with drawstrings, flip-flops, Heelys, or clogs to prevent injuries.
- Shoes such as sandals may cause an injury to your child while they are running or climbing on the playground equipment, we ask that you please send your child to school with a pair of sneakers or closed-toed shoes for outside time.
- On extremely hot or freezing days, Center Staff use their best judgment in preparing children for outdoor time, so that infants and older children are dressed appropriately for the conditions. (See Inclement Weather Policy)
- Sunscreen is applied to all children older than 6 months before they go outside. You will be asked to sign a permission form before this occurs.
- For infants less than 6 months old, parents are asked to send in a hat to help protect them from the sun. Infants will be protected from the sun by their clothing, outdoor umbrellas, and shaded areas.
- Shaded areas are available for all children, appropriate clothing is used to protect children from the sun.
- If your child is too ill to play outdoors, they must be kept home until they are well enough to participate in all aspects of the program day, including outdoor play. (See Child Exclusion Policy)

DISCIPLINE POLICY

The objective of this policy is to provide positive guidance of children through direction and to define clear limits in an effort to help children develop self-control, positive self-concept, and respect for other people and their environment (i.e. classroom, materials, etc.).

Staff use positive means for guiding children's behaviors in accordance with this policy. Discipline which is humiliating or frightening to a child is prohibited by staff and volunteers. Prohibited discipline includes but is not limited to:

- Hitting, slapping, shaking, striking with hand or instrument, pinching, or inflicting any other form of corporal punishment.
- Mental or emotional punishment, including but not limited to, name calling, ridicule, yelling, or threats.
- Chemical or physical restraints used for discipline or to control behavior.
- Confining a child in an enclosed area (i.e. closet, box, etc.).
- Forcing or withholding meals, snacks, rest, or toilet use.
- Punishing a child for lapses in toilet training.



PYRAMID MODEL

MCCDC promotes the pro-social guidance approach to classroom management and incorporates the use of the PBIS (Positive Behavioral Interventions and Supports) curriculum, also known as the Pyramid Model. PBIS focuses on teaching children acceptable ways to manage their emotions while at the same time uses a proactive approach that sets the child up for success while emphasizing the adult/child relationship to promote positive behaviors among children.

The following are the three universal rules used throughout the program.

Expectations:
We are SAFE.
We are KIND.
We are RESPONSIBLE.



THE HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

Ages Birth to Five

The Framework is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. It describes how children progress across key areas of learning and development and specifies learning outcomes in these areas. This information will help adults better understand what they should be doing to provide effective learning experiences that support important early learning outcomes. The Framework is used to guide choices in curriculum and learning materials, to plan daily activities, and to inform intentional teaching practices. Aligning instruction and opportunities for play, exploration, discovery, and problem-solving with the early learning outcomes described in the Framework will promote successful learning in all children.

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Full Framework is available at all centers, as well as, on our website www.mccdc.org

School Readiness Program Goals

Malheur County Child Development Center strives to build a strong school readiness foundation for children and families. As such, we are committed to the following: ensuring that every child enters school healthy and ready to learn; families are involved in supporting the lifelong learning of their children; and working with schools to ensure the continued success and education of all children. All goals are aligned with the Oregon state guidelines, as well as the Head Start Early Learning Outcomes framework.

Cognitive: Children will develop a sense and understanding of the relationship between numbers and their quantities.

Approaches To Learning: Children will demonstrate the ability to be flexible in actions, thinking, and behavior

Perceptual, Motor, and Physical Development: Children will demonstrate the ability to use both fine and gross motor skills to engage in everyday tasks and activities.

Social Emotional and Development: Children will build positive relationships with peers and adults, engage in cooperative play, positive interactions, and show concern for others.

Language and Literacy: Children will demonstrate and understand that pictures, symbols, signs, letters, sounds, and words convey meaning and are used for communication.



TRANSPORTATION POLICY

Transportation can be provided for most parent activities. If you wish to attend the monthly Parent Committee meeting or a Policy Council meeting, and need a ride, notify your child's Teacher or Site Supervisor at least 24 hours before the meeting.

Children enrolled in Full Day classes will be transported by parent.



1. Either a guardian or a person listed on the program authorization form is required to receive your child from the bus. No one will be allowed to receive a child from the bus unless arrangements have been made in advance and proper identification is provided. Older siblings will not be able to take a child from the bus unless they are over 12 years of age and parent has previously filled out a sibling release form.
2. If your child is going to be absent from school for any reason please call the school as soon as possible. If after hours, please leave a message on the answering machine.
3. At drop-off, the bus will not move until all children are away from the bus and in the care of an adult. Children will be picked up and dropped off with the bus door facing the house. Parents must come out to the bus to pick up their child.
4. Parents are asked to make arrangements for changes in transportation as early as possible and no later than 24 hours before routes begin. If children need to be delivered to a place other than their regular drop, we must have a written consent from the parent or a phone call verified by pass code, as to where the child is to be delivered and 24 hour notice.

5. If the family is moving the Site Supervisor must be given 24 hour notice of new address.

6. PICK-UP & DROP OFF POLICIES FOR CHILDREN:

- Children are not to arrive at school earlier than 10 minutes before class starts. This policy is in effect regardless of whether the child is dropped off from the bus or by a family member.
- In the event a child misses the bus, it is the responsibility of the parent or guardian to transport the child to school.
- If a child misses the bus two (2) days in a row, the driver will no longer stop at the home until contact has been made with the parent.
- The driver will not honk the horn to get a parent's attention.

7. All children and adults must be buckled in before the bus moves and stay buckled at all times when the bus is in motion or running. There are no car seats on the bus.

8. No food, beverage, or toys are allowed on the bus unless it is your child's "sharing day". No tobacco products, animals, or glass containers are allowed on any school bus. No Backpacks allowed on the bus.

9. When a child misbehaves on the bus:

- The driver will stop the bus until the situation is under control.
- The monitor may sit with the child.
- Assigned seats may be used.

On the first or second misbehavior, a Family Advocate will discuss the problem with the parent for possible solutions. Information will be documented in the child's file. For on-going misbehavior, staff and parent will meet to make a plan. Arrangements

may be made for parent to transport until problem can be solved.

10. Children must be picked up within 10 minutes of arranged pick-up time or end of class time. In the event that a child is not picked up at the center as previously arranged, or an adult is not in the home to receive a child from the bus, the following steps will be taken:

- The child will be returned to the center after the bus route, buses will not go back to the home.
- Staff will attempt to contact the parent or childcare provider. It will be the responsibility of the parent or childcare provider to transport the child home.
- In the event that a parent or child care provider cannot be reached, the Site Supervisor will be contacted. The Family Services Manager may be contacted for assistance as needed.

After 30 minutes, the Site Supervisor will alert the appropriate authorities and place the child in their care— ensuring that the preceding steps have been followed.

11. There will be a monitor employed by MCCDC on the bus at all times that children are being transported.

12. MCCDC buses will be used to transport only the following people:

- MCCDC employees
- MCCDC enrolled children

13. A written report will be made to the Site Supervisor from the Bus Driver regarding concerns about children and families as needed.

14. The number of people on the bus shall not exceed the bus capacity.

15. The Bus Driver will do a pre-trip inspection of the vehicle each day. Any conditions that will prevent safe operation of vehicle must be corrected before vehicle is used.

16. The Bus Driver will drive in a safe, prudent manner, obeying all traffic rules.

17. In the event of an accident, the welfare of the children is the first consideration.

- Make sure the children are all right.
- If children are hurt, depending on the extent of injury, the Bus Driver or Monitor will call 911, and begin to administer basic first aid.
- Make children as comfortable and as safe as possible. Gather all children in one area. Keep dry and warm, if possible, and stay together.
- In the event the Bus Driver is injured, the Monitor assumes the role of leadership.

18. Transportation to and from school will be provided:

- To children enrolled in duration classes and living within a 4 mile radius of their designated building.
- To children enrolled in duration classes and living beyond a 4 mile radius only if the bus route is under 1 hour.

If a bus route is longer than 1 hour, transportation will be limited to serving those which will allow for service to the greatest number of families.

Decisions regarding transportation limitations shall be made by the Program Manager or the Transportation Manager.

Children enrolled in duration classes and living beyond the 4 mile radius may attend Head Start if other transportation arrangements can be made.

19. Any child that is picked up from school will be released only to those persons specifically listed on the Program Authorization Form. If someone other than those listed is to pick up the child, a written note from the parent is required. Phone changes must be followed by a written note the following class day.

20. In case of hazardous conditions the route will alter enough to avoid the hazard, but stay on the fixed route as much as possible to avoid unnecessary confusion to the families. The Bus Driver will call the Transportation Manager or the Program Manager for directions.

WINTER TRANSPORTATION

During severe weather conditions, the following procedure will be in effect:

- Tune into your local Boise television stations for school closures.
- Head Start will be closed if your local public schools are closed.
- In the event that buses are running, severe road conditions may prevent the bus from reaching some homes.
- Parents may contact their center for transportation information.
- Parents will be notified, whenever possible, of early school closures.

SELF-TRANSPORTERS

When driving your child to/from school you must park your vehicle in designated areas.

For the safety of all, please remember....

- Watch for running children.
- Do NOT block other vehicles in.
- Shut your engine off and take the key.
- Do NOT leave other children in the car without proper supervision.
- Never allow your child to walk in or out of the classroom alone.
- Never leave your child unattended once in the building. Wait for your child's classroom teacher or center staff to greet you and your child.
- ALWAYS sign your child in/out on the Daily Attendance Record form.
- Your child will NOT be released to anyone who appears to be under the influence of alcohol or drugs.
- Always have all children in the proper age-appropriate safety restraint. If you need assistance, please call the Site Supervisor at your center. Always wear your seat belt.

CHILD SAFETY SEAT INFO: A certified Child Passenger Safety technician can check your child safety seat or booster seat for safety and assure proper fit:

Malheur County Health Department has information regarding Car Seats as well as Car Seat Technicians:

Address:
1108 SW 4th St.
Ontario, OR 97914

Phone:
(541)889-7279

Hours:
Monday- Friday
8:30am- 5:00pm

If you are looking for print material, flyers or other information, you can find information at: <http://oregonimpact.org/car-seat-resources.htm>

Child Safety Seat Law

Child passengers must be restrained in child safety seats until they weigh forty pounds or reach the upper weight limit for the car seat in use. Infants must ride rear-facing until they reach two years of age unless the child turned age one prior to May 26, 2017.

Booster Seat Law

Children over forty pounds or who have reached the upper weight limit for their forward-facing car seat must use a child seat with harness or a booster to 4'9" tall or age eight and the adult belt fits correctly.

EMERGENCY PROCEDURES

MCCDC is dedicated to the safety of children, staff, parents, and community partners and has developed practices and procedures to be followed in an emergency situation. MCCDC will do the following each year or as otherwise specified:

- Provide staff training at the beginning of the year on how to handle emergencies.
- Every class will practice a fire drill once a month.
- Every class will practice an earthquake drill once a month.
- Each center will keep a stock of emergency supplies which include the following:
 - 1.) First aid kits,
 - 2.) Bottled water,
 - 3.) Blankets,
 - 4.) Battery operated radio,
 - 5.) Wrench (in centers that have natural gas).
- Each center will have a current emergency plan. At the beginning of the program year the Site Supervisors will contact each local fire and police department to let them know the location and hours of operation for each classroom.

In case the building is not safe to return to, an alternate location is identified where the occupants of each center can go. Alternate locations are listed below so that parents will know where to pick up their children if the alternate location needs to be utilized to ensure the continued safety of the children.

ALTERNATE LOCATIONS IN CASE OF EMERGENCY:

- Ontario Central Center– West Park Plaza
- Ontario Full Day Center–
Oregon Child Development Coalition-Malheur County
- Vale Center– Vale Elementary School

IN CASE OF A DISASTER

In the Center:

In the event of a center disaster, such as a broken water main or a fire, if possible, the children will be transported home. If the buses cannot be used or if parents or care takers cannot be located, children will be taken to the alternate location listed below until parents/guardians can be notified to come and pick them up.

Area Wide:

In the event of an area wide disaster, children will be transported home if someone at home can be reached, and it is safe to be out in traffic. If no one can be reached at home or it is not safe to drive, the following procedures will be followed:

- Staff will tune into the Emergency Radio Broadcast System and follow directions.
- If children are in class, and the building is safe to be in, children will remain there until parents arrive to pick them up. If the building is not safe, they will be taken to the nearest emergency shelter and kept there until parents can come and get them.
- If the children are on the bus, the bus will go to the nearest community agency.
- If communication is possible, parents will be notified of which location their children are in. In the event that direct communication is not possible, parents should tune into the Emergency Radio Broadcast System for community shelter locations.

IN CASE OF A LOCK DOWN

The care and safety of your child in all situations is of utmost importance at Malheur County Child Development Center. We hold monthly fire drills, as well as periodic earthquake drills, and practice lockdowns. Throughout the year to help students, teachers, and parents be prepared for an emergency.

Should a Lock Down occur during school hours, all doors will remain locked, and no one is to enter nor exit the building. Parents are to refrain from rushing down to the center because in a Lock Down no one will answer the door. A Lock Down does not mean a child or anyone has been injured. It means we have locked all doors and moved children to a safe location in the building until the police call off the Lock Down. This practice is to ensure that everyone is kept safe. Please don't start calling the office as we need the lines open to keep in contact with the police. Communication to parent's will be sent home at the conclusion of the school day or as soon as possible.

An accurate Contact Information form is critical, as this will be the information available to us during an emergency. Please choose your Emergency Contacts carefully. These contacts should be people within a 10-minute drive of your child's center who could come to pick up your child in an emergency.

MALHEUR COUNTY CHILD DEVELOPMENT CENTER

CONFIDENTIALITY POLICY

2025-2026



MALHEUR COUNTY CHILD DEVELOPMENT CENTER

Confidentiality Policy

All parents of enrolled students will receive a copy of the program's Confidentiality Policy at enrollment.

A. As a part of this policy parents have a right to take the following actions:

- a. Inspect and review their child's education records;
- b. Request amendments of the student's education records to ensure that they are accurate, not misleading, or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable records, except to the extent that these rules authorize disclosure without consent;
- d. Pursuant to OAR 51-21-410, file with the United States Department of Education a complaint under 34 CRF 99.64 concerning alleged failures by the agency or institution to comply with the requirements of the Family Education Rights and Privacy Act.

B. Description of how parents, legal guardian, or student may inspect and review education records:

- a. Parents, guardians, and students may request permission to review and inspect student records by giving a written request to the Site Supervisor at each center site. All request to review records will be met by the program within 30 days of the written notice.
- b. Access to student records will only be denied if the records contain information on more than one student. In this circumstance the parent, guardian, or authorized representative may inspect, review, or be informed of only the specific information about their child.
- c. If copies of the file are requested, a fee of .05 cents per page will be charged by the program. This fee is to be paid on the day in which the copies are made.
- d. The complete education files are located in the center where the child attends school. The responsible official at each center is the Site Supervisor.
- e. When a review of records is requested, the program staff will respond to reasonable request for explanations and interpretations of the records.

C. Policy on releasing personally identifiable information:

- a. Personally identifiable information about a child will not be released by the program without the prior written consent of the parent or guardian, except under one or more of the following conditions:
 - The disclosure is to School Board members during Executive Session, or to other program officials and teachers within the education agency whom the agency has determined to have legitimate educational interests.

- The disclosure is to officials of another school, school systems, institution of post-secondary education, education service district, state or regional program, or other education agency where the student seeks or intends to enroll, or is enrolled in or receives services from the other agency. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability.

The disclosure is to authorized representatives of:

- a. The comptroller General of the United States;
- b. The Secretary of the United States Department of Education; or
- c. State and local educational authorities.
 - The disclosure is to accrediting organizations to carry out their accrediting functions.
 - The disclosure is to parents of a dependent student.
 - The disclosure is to comply with judicial order of lawfully issued subpoena. The educational agency may disclose information under this section only if the agency makes a reasonable effort to notify the parent or guardian of the order or subpoena in advance of compliance.
 - The disclosure is in connection with a health or safety emergency.

Conditions for the Disclosure of Information in Health and Safety Emergencies;

- a. An agency shall disclose personally identifiable information from an education record to law enforcement, child protective services, health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect individuals.
- b. A “health or safety emergency” includes, but is not limited to: law enforcement efforts to locate a child who may be a victim of kidnap, abduction, or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect.
 - The disclosure of information the agency had designated as Directory Information.

Conditions for the Disclosure of Directory Information:

An educational agency or institution may disclose directory information if it has given public notice to parents of students in attendance of:

- a. The types of personally identifiable information that the educational agency or institution has designated as directory information;
- b. A parent or eligible student’s right to refuse to let the educational agency designate any or all of those types of information about the student as directory information; and

- c. The period of time within which a parent or eligible student has to notify the educational agency or institution in writing that he or she does not want any or all of those types of information about the student designated as directory information;
- d. Parents or Guardians not wanting any or all of the information about the student designated as directory information, must inform the program in writing within 30 days of the child's enrollment into the program.

An educational agency may disclose Directory Information about former students without meeting the conditions mentioned above.

D. Employees having access to personally identifiable information:

- a. In each center the following staff members have access to the family and student files: The teaching staff or any classroom has complete access to all the files of the children in their classroom. Each Site Supervisor has access to the family and children's files that attend school at that center site. The Family Advocate at each site has complete access to any information about the children or families which they home visit.
- b. The following staff members from Central Office have access to the family and children's files: Content Area Managers, Director, Program Manager, and the Health/Nutrition Assistant. The Component Clerk and other Content Area Assistants can have access to any of the children and family files which they need to input data into or to retrieve relevant data.

E. Record Disclosures:

The program shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student.

For each request of disclosure the record must include:

- a. The parties who have requested or received personally identifiable information from the education records,
- b. The data access was given, and
- c. The legitimate interests the parties had in requesting or obtaining the information.

If the agency discloses personally identifiable information from the education record with authorization from the parent or guardian, the disclosure record must include the following:

- a. The names of additional parties to which the receiving party may disclose the information on behalf of the educational agency.
- b. For purposes of auditing the record keeping procedures of the agency

F. Personally identifiable information designated as Directory Information:

Directory Information includes, but is not limited to, the student's name, date and place of birth, dates of attendance, telephone number, child's photograph, and the most recent previous educational agency attended.

G. Parent's right to request corrections to the student's education records.

A Parent's request for amendment to educational records:

- a. If a parent or eligible student believes that education records relating to the student contain information that is inaccurate, misleading, or in violation of student's rights or privacy or other rights, he or she may ask the agency to amend the record.
- b. The agency or institution shall decide whether to amend the record as requested within a reasonable time after the agency receives the request.
- c. If the agency decides not to amend the record as requested, it shall inform the parent of the student of its decision and of his or her right to a hearing.

Right to a hearing to challenge content of student records:

- a. An agency shall give a parent on request, and opportunity to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy or other rights of the student.
- b. If, as a result of the hearing, the agency decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall:
 - Amend the record accordingly; and
 - Inform the parent of the amendment in writing.
- c. If, as a result of the hearing, the agency decides that the information in the education record is not accurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the educational agency.
- d. If an agency places a statement in the education records of a student under section © of this rule, the agency shall:
 - Maintain the statement with the contested part of the record for as long as the record is maintained; and
 - Disclose the statement whenever it discloses the portion of the record to which the statement relates

H. Contents of the student educational records:

This agency maintains educational records on every child enrolled in this program. The educational records include the following information:

- Name of the school,
- Full name of the student,

- Student's birth date and place of birth,
- Name of parents/guardians,
- Date of entry into the school,
- Name of school previously attended,
- Attendance,
- Date of withdrawal from school,
- Assessment and screening results,
- Social Security number

I. Storage of student records:

All educational records are kept in locked file cabinets while the student is enrolled in the program. Once the student has left the program, all education files are stored in a file room located in the Central Office Building.

J. Transferring records of previously enrolled students to another educational agency:

When a student becomes enrolled in a new school, that school will contact MCCDC for copies of the student's records. When this occurs, the new school will contact the parent or legal guardian for permission to request this information. The new school will include information on the parent's new address and phone number. Following this request for records MCCDC will do the following:

- a. Call the parents and inform them that the new school has requested this information, and the date which this information was requested.

K. Prior consent to release information:

Whenever possible this agency will make every effort to have parents sign a release of information before the child is removed from the program. This will eliminate problems in releasing information about students.

L. Contents of student's permanent records:

- a. Name of school,
- b. Full name of student,
- c. Student's birth date and place of birth,
- d. Name of parents/guardians,
- e. Date of entry
- f. Attendance,

- g. Name of school previously attended,
- h. Date of withdrawal from school,
- i. Social Security number if given by parent.

M. Statement about notice requirements:

- a. When withdrawing a child from the program, a parent has the right to review the education records that are subject to transfer and to request an amendment of specified contents of the education records if the parent believes that the contents are inaccurate, misleading or in violation of the privacy of other rights of the student.
- b. Following this process will reduce the time it takes for MCCDC to forward the students educational records to the new educational agency.
- c. Parents wishing to follow this process must fill out and sign the consent for release of information form. This form will then be maintained in the child's educational records.

N. MCCDC Policy on disclosing personally identifiable information:

MCCDC has the right to disclose personally identifiable information from education records without notifying parents to ESD, state and regional programs, or educational agencies other than those identified in section C of this rule if a student seeks or intends to enroll in or is enrolled in or receives services from the educational agency.

O. Retention of educational records:

- a. Educational records of children with special needs will be retained by the program for 5 years following the child's withdrawal from MCCDC.
- b. Education records of students without special needs will be retained by the program for 3 years following the child's withdrawal from MCCDC.

P. Forwarding of records within the same school district:

Children transferring into another elementary school within the same school district as the MCCDC classroom, will be transferred to the new school within ten working days of a request for transfer without any regard to the rules specified in the preceding policy.