



CrossRoads Preschool

2021–22 Parent Handbook



PROVIDING A
CHRIST-CENTERED,
DEVELOPMENTALLY
APPROPRIATE
LEARNING
EXPERIENCE
FOR CHILDREN.

MISSION & VISION

CrossRoads Preschool is an outreach of New Hope Church. The school is under the supervision of Children & Family Ministries. The purpose of CrossRoads Preschool is to provide an enriching experience in a Christian environment to aid children in social, emotional, physical, intellectual and spiritual growth.

Our objectives for children are:

1. To develop an awareness of God's wondrous love and care.
2. To increase independence in meeting and solving problems.
3. To recognize reasonable limits and to influence growth toward self-discipline.
4. To encourage self-liking, self-confidence and self-understanding.
5. To foster security with adults.
6. Promote language skills.
7. To develop creativity and free self-expression in art, music and rhythm.
8. To broaden intellectual horizons.

STATEMENT OF LICENSING

CrossRoads Preschool is licensed by the State of Minnesota Department of Human Services, Division of Licensing. The program is licensed for children ages 33 months–5 years. The three-year-old sessions are open to children who will be 33 months of age by September 1. The child must be four by September 1 to be eligible for the four-year-old sessions. Each class is licensed for 20 children and has a head teacher and teacher assistant. Children stay with the same class for the school year.

- CrossRoads has a health consultant who reviews our policies and procedures yearly.
- Parents who have concerns about their child's care may call our licensing agency at 651-431-6500.
- Childcare Identification Tax Number: 41-0844575

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COVID-19 PREPAREDNESS PLAN

CrossRoads Preschool is committed to the health and safety of staff members and students. We're working to mitigate the risk of COVID-19 in our environment. Following guidance from the Minnesota Department of Health and the Centers for Disease Control and Prevention, we've developed a Preparedness Plan for this school year. This plan has been emailed to parents and we continue to evaluate and revise it as necessary. We will notify you with significant changes. Contact Crossroads to receive the most current version.



DEAR FAMILIES,

Welcome! CrossRoads Preschool is a NAEYC accredited preschool with a rich history of serving children and families in the New Hope community. Crossroads Preschool was formed more than 50 years ago to provide an enriching, developmentally appropriate learning experience to aid children in their social, emotional, physical, intellectual and spiritual growth. We create a loving Christ-centered environment where children know they are safe, valued and belong. As we equip our students to become life-long learners, we help them know Jesus as their friend, Lord and Savior.

Take time to read this handbook for important information about the upcoming school year. Note that some events and policies may change due to COVID-19 regulations. Any changes will be communicated to families and available upon request from the CrossRoads Office.

Follow us on Facebook: facebook.com/NHCCrossRoadsPreK

If you have questions or concerns, you are welcome to talk with your teachers or to me directly. We want all our children and families to feel loved and valued while they are here.

God bless you all!

Susan Young

CrossRoads Preschool Director

CLASS SCHEDULE

3-Year-Old Classes

Children must be 33 months by September 1 and toilet trained.

Mon/Wed/Fri—9–11:30am

Tue/Thu—9–11:30am

4- & 5-Year-Old Classes

Mon/Wed/Fri AM—9–11:30am

Mon/Wed/Fri Extended Day—9am–1pm

Tue/Thu AM—9–11:30am

Tue/Thu All Day—9am–3pm

Extended Learning Options (Ages 3 & 4)

Mon/Wed/Fri Extended Day: 11:30am–1pm 1-day advance sign-up required. \$13.50/day. Pay per time.

Tue/Thu Lunch Bunch: 11:30am–12:30pm. \$9/day.

Tue/Thu Afternoon Adventure: 12:30–1:30, 2:30 or 3pm. 1-day advance sign-up required. \$4.50/half-hour. Pay per time.

CrossRoads Preschool 2021-22 Calendar

newhopechurchmn.org/crossroads
763-536-3239

SEPTEMBER

- 13** Meet the Teacher (parent & child)—M/W/F
14 Meet the Teacher (parent & child)—T/H
15 Classes begin—M/W/F
16 Classes begin—T/H

OCTOBER

- 21, 22** NO SCHOOL—MEA

NOVEMBER

- 4, 5** NO SCHOOL—Fall Conferences
18, 19 Thanksgiving Parties
24-26 NO SCHOOL—Thanksgiving Break

DECEMBER

- 14, 15** Christmas Programs
16, 17 Jesus' Birthday Celebrations
20-31 NO SCHOOL—Christmas Break

JANUARY

- 3** Classes resume / Registration for 2022-23 opens to current CrossRoads families
10 Picture Day (M/W/F-3s)
 Registration opens to NHC members
11 Picture Day (T/H)
12 Picture Day (M/W/F-4s)
17 NO SCHOOL—Martin Luther King Jr. Day
24 Registration opens to the public

FEBRUARY

- 7** Family Art Show (M/W/F)
8 Family Art Show (T/H)
14, 15 Valentine's Parties
21 NO SCHOOL—President's Day
24, 25 NO SCHOOL—Teacher Convention (dates subject to change)

MARCH

- 17, 18** NO SCHOOL—Spring Conferences
21-25 NO SCHOOL—Spring Break

APRIL

- 15** NO SCHOOL—Good Friday
18 NO SCHOOL—Easter Monday

MAY

- 24, 25** Spring Programs & Last Day of School

Summer Break/Weekends

No School

Special Event

July							August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				
September							October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
November							December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	1
January							February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8			1	2	3	4	5
9	10	11	12	13	14	15	6	7	8	9	10	11	12
16	17	18	19	20	21	22	13	14	15	16	17	18	19
23	24	25	26	27	28	29	20	21	22	23	24	25	26
30	31						27	28					
March							April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
May							June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		

2021–22 TUITION RATES

	Registration Fee	Deposit Due 4/15/21	Monthly Tuition Sept 1–April 1
Two Days/week (9–11:30am) Non-church NHC family	\$70 \$70	\$155 \$145	\$155 \$145
Three Days/week (9–11:30am) Non-church NHC family	\$70 \$70	\$210 \$200	\$210 \$200
Mon/Wed/Fri (9am–1pm) Non-church NHC family	\$70 \$70	\$310 \$295	\$310 \$295
Tue/Thu (9am–3pm) Non-church NHC family	\$70 \$70	\$320 \$305	\$320 \$305
Extended Learning Options—Ages 3 & 4 Mon/Wed/Fri Extended Day: \$13.50/day. Runs until 1pm. Tue/Thu Lunch Bunch: \$9. Afternoon Adventure: \$4.50/half-hour. Runs until 3pm.			

- Yearly tuition is based on the number of days the class meets and then divided into nine equal payments for your convenience. The payment remains the same each month, regardless of the number of class days in the month, as holidays and other school closure days have already been factored into the tuition rate.
- The registration fee of \$70 is non-refundable.
- The deposit confirms enrollment and is applied to the May 2022 tuition. This deposit is refundable until June 1, 2021.
- Monthly tuition is paid by automatic fund transfer using the payment option of your choice: Checking account, bank ACH, debit card or credit card. **Note:** Credit card transactions generate an additional service fee.
- We ask that families commit to the entire school year but recognize that circumstances change. Should a student need to withdraw mid-year, we require a minimum of 30-day notice in writing, on or before the 1st of the month. For example, a child leaving on February 15 must give notice by January 1.

CURRICULUM, PROGRAM GOALS & ROUTINES

CrossRoads Preschool incorporates the Cognitive Orientated Curriculum developed at the High/Scope Foundation (Ypsilanti, Michigan) into its program. The daily schedule has been constructed to accomplish three major goals:

- Provide children with a plan-do-reflection process to help them explore, design and carry out play activities and make decisions.
- Provide for many types of interactions—small and large group, adult to child, child to child, and adult teamwork—and for times when activities are child initiated or adult initiated.
- Provide children with enough time to work in a variety of environments—inside and outside, in-house field trips and in various work areas.

The components of the daily routine are:

- **Planning Time:** Children decide for themselves what they're going to do during work time. They indicate their plans to the adults who help them think through and elaborate their ideas.
- **Work Time:** Children carry out the projects and activities they've planned. Adults move among them assisting, supporting and helping them extend their ideas. Children are able to select activities from the several learning centers: creative play, art area, housekeeping area, block area (small unit, large hollow), science area, large muscle apparatus and sensory area, which includes a water table and Play-Doh. The language arts area includes puppets, books and a listening center. The game area contains games and manipulatives that strengthen cognitive development, fine motor skills and hand-eye coordination.
- **Clean-up Time:** Children put away materials.
- **Transition Time:** During transition time the children in the 4-year-old classes are in a large group and the objective is to introduce letters and numbers using a calendar. The calendar also meets the objective of the Key Experiences Time—(1) observing that calendars are used to mark the passage of time, (2) anticipating future events, (3) describing and representing past events and (4) noticing, describing and representing the order of events.
- **Snack & Reflection Time:** During the snack time children have the opportunity to participate in practical life skills such as pouring, spreading and serving the food. The reflection time occurs during the snack or lunch time. Reflection is the third element of the plan-do-reflection cycle and the process involves the children verbalizing their plan and activities in which they participated during work time.
- **Small Group Time:** Small groups of 10 children or less meet together with the teacher to participate in an activity that is designed to strengthen a skill (such as the fine motor skill of cutting) or development of some of the "key developmental indicators." Small group activities have the following components:
 - Actively involved in a planned activity.
 - Each child works with his or her set of materials.
 - Each child makes discoveries on his or her own.
 - Adults move from one child to another to see what each child is doing and to talk with him or her about it.
 - Adults ask open-ended questions to help children see new possibilities.
 - Adults structure the activity so the child can have success. They help the child find alternatives when his or her ideas don't work.
- **Large Muscle Activity:** Children use equipment that is designed for development of large motor skills such as running, jumping, hopping, tossing and crawling. Organized games are also a part of this activity. Children use the playground, gym and classroom.
- **Outdoor Play:** Weather permitting, children use the playground equipment, games and seasonal activities. Dress your child appropriately for the weather.
- **Circle Time:** Children participate in activities including singing, rhymes, rhythm band and creative movement. This helps children explore music for fun and learning to appreciate music as well as moving creatively to music.
- **Story Time:** Children have an opportunity to read books. In addition, all children participate in language activities including finger plays, puppets, flannel-board stories, Bible stories, creation and dictation of their own stories and teacher read-alouds.
- **Rest Time:** The Tuesday/Thursday All-Day class (9am–3pm) has a mandatory 30-minute rest time in the classroom after lunch time is completed. Each child has his or her own mat. This mat is labeled with the child's name and is exclusively used by that child for the school year. Two staff members supervise this time. Quiet music is played to assist the child in this calm time of the day.



ASSESSMENT PLAN

CHILD OBSERVATION & ASSESSMENT

At CrossRoads Preschool we use a variety of assessment tools including observations and developmental checklists to continuously monitor and support your child's development. Constant interactions with the children allow teachers to appropriately assess skills, developmental levels, interests and needs. Our curriculum and activities are modified based on these assessment results to meet the needs of individual children. Assessment results also indicate areas where CrossRoads Preschool can plan program improvement.

Developmental checklists help teachers observe, record and evaluate children's skills and knowledge. The checklists reflect common behaviors and expectations in our classroom and are closely linked to the developmentally appropriate activities our program offers.

Each of these assessment tools is administered in your child's classroom with the primary teacher. It's important that children are able to participate in assessment in an environment that is familiar to them. If the results of these assessments indicate a concern, CrossRoads Preschool will work along with the family to arrange for a developmental screening or referral for diagnostic assessment. Results of all assessments are kept confidential and remain stored in the center's locked office.

Twice a year we meet with parents to talk about their child's achievements and accomplishments during parent/teacher conferences. During these conferences, teaching staff shares developmental checklists, observation notes and samples of the child's work. Parents are invited to share and ask questions. This is a time to talk about what your child has learned in our program, as well as discuss future goals and developmental milestones. We strive to provide communication to all families in a manner that is sensitive to family values, culture, identity and home language.

PROCESS

Our curriculum is divided into theme-based units. Units are listed in monthly newsletters with updates, themes, and celebrations. The curriculum is adjusted to what is developmentally appropriate for the specific group.

Children are observed at all times and anecdotal notes and observations are made by the teaching staff. In the spring, a more formal, written evaluation is completed and a summary of these observations and assessments are sent home to the child's parents or legal guardian. The teaching staff continually communicates with the parents in the end-of-the-day recap, email or phone calls. Parent/teacher conferences are held twice a year at a minimum. Meetings with teaching staff or management are encouraged at any time.

Prior to the fall conference, parents are asked to complete a "pre-conference" questionnaire. This assists our teaching staff and management in meeting your child's individual needs. We also take into consideration the home cultural information we gathered upon intake.

Our program uses a variety of assessment methods that are sensitive to family culture, experiences, children's abilities/disabilities and home language. They are meaningful, accurate and used in settings that are familiar to the children.

The assessments obtain information on all areas of a child's development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health and physical development (including self-help skills). Norm-referenced and standardized test are used primarily when seeking information on eligibility for special services. We use a Gesell screening tool and, if indicated, a Washburn Child Guidance screening. The formal assessments are used in combination with informal methods such as observation, checklists, rating scales and work sampling.

We use a combination of published assessment instruments as well as our own. All child records are kept in a locked file in the office. We do not share confidential information without the consent of the parent or legal guardian.

Our teaching staff is trained annually on assessment methods. They use these methods to design goals for individual children, to guide curriculum planning and to monitor progress. The teaching staff works collaboratively with parents to reach a consensus on what type of assessment is appropriate. The High Scope COR assessment is included in our classroom assessments.

The staff provides families with information about the choice, use, scoring and interpretation of screening assessment methods, including 1) the purpose and use for which an assessment is designed and its programmatic purpose and use; 2) the interpretations of the results; 3) the way the teaching staff has been trained to use assessment procedures and interpret results as well as the conditions under which the child is assessed; and 4) access to or information about specific instruments used.

PURPOSE OF ASSESSMENTS

- Implement developmental screening and referral for diagnostic assessment when indicated
- Support the child's learning
- Identify the child's interests and needs
- Describe developmental progress and learning of children
- Improve curriculum and adapt teaching practices and the environment
- Plan program improvement
- Communicate with families

DEVELOPMENTAL GOALS

Using classroom observation, portfolio materials and age-appropriate developmental checklists, each child's progress is monitored in the following areas quarterly:

- Personal and social
- Language and literacy
- Mathematical thinking
- Scientific thinking
- Social Studies
- Arts
- Physical development and health

Activities designed to develop each area are incorporated into theme-based lesson plans and are posted in each room.

ASSESSMENT TOOLS

Gesell

Evaluates the behavior of preschool children including cubes, copying forms, draw the man, norms for language, emotional/social development, motor development and adaptive development.

Washburn Child Guidance (as needed)

Includes behavior, visual-motor development, gross motor development, language development (expressive, descriptive, receptive), visual skills, listening skills, general understanding and problem solving.

High Scope COR

Includes developmental summaries, supporting anecdotes and parent observation in areas such as approaches to learning, language, literacy, communication, social and emotional development, physical development, health and well being, arts and science.

IDEA POLICY

As a childcare provider, we continually monitor the development of children in our care through ongoing observation and recording. We want the best outcomes for all children. Childcare providers are considered a primary referral source for early intervention under federal IDEA special education law. We are required to refer a child in our program who has been identified as having developmental concerns or a risk factor that warrants a referral as soon as possible, but in no case more than seven days after the identification. While this is a mandate, we want to keep open communication with parents and caregivers about their child and any concerns we have before a referral is made. We can assist the parent with the referral or partner with them in the referral process.

CLASSROOM TIME SCHEDULE

3-YEAR-OLDS

9:00–10:00am	Learning Centers/Work Time
10:00–10:10am	Clean Up
10:10–10:25am	Circle Time
10:25–10:45am	Large Muscle (outside or gym)
10:45–10:55am	Bathroom Break
10:55–11:10am	Snack/Reflection
11:10–11:15am	Quiet Reading
11:15–11:25am	Story Time
11:25–11:30am	Table Time

4- & 5-YEAR-OLDS

9:00–9:25am	Circle Time/Planning Time
9:25–10:25am	Work Time
10:25–10:30am	Clean Up
10:30–10:35am	Quiet Reading/Transition
10:35–10:45am	Circle Time
10:45–11:00am	Snack/Reflection
11:00–11:15am	Small Group
11:15–11:25am	Large Muscle (outside or gym)
11:25–11:30am	Story Time

MON/WED/FRI 9AM–1PM

9:00–9:30am	Greeting/Story/Planning Time
9:30–9:40am	Bathroom/Wash Hands/Transition
9:40–9:55am	Snack
9:55–10:10am	Small Group/Planning
10:10–11:10am	Work Time
11:10–11:20am	Clean-Up Time/Transition
11:20–11:40am	Music
11:40am–12:10pm	Large Muscle (outside or gym)
12:10–12:20pm	Bathroom/Wash Hands/Transition
12:20–12:40pm	Lunch/Reflection
12:40–12:55pm	Quiet Reading
12:55–1:00pm	Bible Story/Review

TUE/THU ALL DAY

9:00–9:30am	Opening/Story Time
9:30–9:35am	Bathroom/Wash Hands
9:35–9:50am	Snack
9:50–10am	Small Group
10:00–10:10am	Calendar/Planning
10:10–11:10am	Work/Playtime
11:10–11:20am	Clean-Up Time/Transition
11:20–11:35am	Circle Time/Music
11:35–11:55pm	Large Muscle (outside or gym)
11:55–12:05pm	Bathroom/Wash Hands
12:05–12:30pm	Lunch/Quiet Reading/Reflection
12:30–1:00pm	Rest Time
1:00–1:10pm	Puppets (Tues)/Science (Thurs)
1:10–1:40pm	Work/Playtime
1:40–1:50pm	Clean-Up Time/Transition
1:50–2:00pm	Story Time
2:00–2:10pm	Bathroom/Wash Hands/Transition
2:10–2:25pm	Snack/Reflection
2:25–2:35pm	Small Group
2:35–2:55pm	Large Muscle (outside or gym)
2:55–3:00pm	Bible Story/Review

EXTENDED DAY (AGES 3 & 4)

Mon/Wed/Fri Extended Day

Bring a home-packed, nut-free lunch—preschool provides milk. A variety of large motor activities, free play, quiet reading and story time. Ends at 1pm.

Tue/Thu Lunch Bunch: Bring a home-packed, nut-free lunch—preschool provides milk. Children eat, enjoy learning centers and large motor play. Ends at 12:30pm.

Tue/Thu Afternoon Adventure: Begins after Lunch Bunch. Activities include learning centers, art, stories, science, music and large motor play. Sign up until 1:30, 2:30 or 3pm. Children who stay past 1:30 have a mandatory rest period from 1:30–2pm.

Our schedule is flexible and based on the needs of the children. The schedule allows for time and support for transitions.

GUIDELINES, PROCEDURES & POLICIES

PARENT COMMUNICATION

Enrolled families receive a letter at the end of August with information about Meet the Teacher events. The first session of preschool is an opportunity for you and your child to meet the teacher, orient yourselves with the classroom and learn school policies. There are two parent/teacher conferences scheduled during the school year.

The fall conference informs parents of their child's adjustment and sets goals. Beginning in October, teachers conduct individual assessments as an integral part of our program. Assessments include observations, checklists, rating scales and individually administered screenings. An evaluation conference is held in the spring. This conference evaluates the child's social, emotional, physical (including fine and gross motor development) and intellectual development (including sensory, language and cognitive development).

Parents are encouraged to share observations of assessment during the conference time or at another time as needed. All conferences and assessment are confidential and shared only with the legally responsible parent/guardian. Your child's file is confidential and available only to the administrator, child's teacher, parent/legal guardian and regulatory authorities (DHS) on request.

A newsletter is sent home once a month to keep you informed of school activities. The newsletter includes our key developmental indicators for the units and key dates.

Parental opinions are important to us. The CrossRoads staff desires to meet the needs of each child and their families. We value your insights as it strengthens the program. Please discuss concerns with the classroom teacher or the director of the school.

If you have a grievance to discuss, follow this procedure within 30 days:

1. Discuss the issue with the head teacher.
2. If further discussion is needed, the director must be included as liaison along with the head teacher.
3. The director is available to discuss concerns with parents. CrossRoads Director involves the NHC Children & Family Director when necessary.

CLASSROOM VISITS & PUBLIC RELATIONS

Public Relations

Written permission is obtained from parents before any public relations activity, experimental procedure or research involving a child. The written permission form is a part of the student's file.

Parent Volunteers

At the time of this printing, parent volunteer opportunities have been suspended to follow our COVID-19 Preparedness Plan. We hope to reinstate the below policy for the 2021–22 school year.

- Parents are welcome to volunteer on special party days and for projects requiring assistance. This opportunity of direct involvement in class activity provides you with first-hand observations as to how your child functions in a group and is a very special time for your child.
- Parents may visit classrooms any day they wish. We request that you make arrangements for care for your other children. CrossRoads Preschool does not have provisions for children visitors. The focus of your visit should be your interaction with the child enrolled in school.
- We encourage parents with a special talent to visit and share with our classroom.

SHOW & TELL

At the time of this printing, Show & Tell has been suspended to follow our COVID-19 Preparedness Plan. We hope to reinstate the below policy for the 2021–22 school year.

The goals of Show & Tell or sharing are to develop language skills and self-esteem. Children are encouraged to bring items to share on birthdays and other designated days.

- On your child's birthday, he/she may share a favorite toy, pictures, baby clothes or other items.
- In addition to birthdays, other special days relating to a current unit or theme are set aside for sharing. You will receive a notice in your child's bucket.
- If you wish to bring a pet to share with the classroom, discuss this with the lead teacher in advance to determine feasibility.

We discourage children from bringing toys to avoid loss or damage.

BIRTHDAYS

Children may bring a birthday snack to share with the class. We send a suggested snack list home prior to the celebration day. Any snack sent to school must be commercially packaged and nut free. At the beginning of the month, a letter is sent home informing you of the date we will celebrate your child's birthday.

The birthday child may also bring a baby picture or other "baby items" for the birthday table. This special sharing of themselves is valuable in strengthening the child's self esteem.



SNACKS

We have an ongoing need for donated snack items, but are sensitive to common food allergies. Acceptable items for donation are packaged snacks and cereal such as: Raisins, cheese sticks, whole grain crackers (Goldfish, Ritz, Wheat Thins, graham crackers), whole grain cereal, whole grain bread and jelly, whole grain muffins, yogurt, fruit or vegetables (need to be washed and prepared at CrossRoads). **No peanuts or peanut products please.**

Class size is 20 children.

The children are served a snack each day. We encourage each child to taste the snack to broaden his or her attitudes about food. Milk is served as a beverage, followed by water. If your child is on a special diet or is to be excused from the planned snack, please inform us of any special requirements.

CrossRoads Preschool participates in the Special Milk Program sponsored by the State of Minnesota Department of Education. Under this program, milk is available at no additional charge to all children in attendance without regard to race, color or national origin.

BEHAVIOR GUIDANCE

Sharing, taking turns and delaying one's need for immediate response are important learning experiences in which children can demonstrate respect for himself, other individuals and the equipment jointly used by all.

The objective of the classroom management policy is to encourage a positive self-concept even though behavioral actions may be inappropriate. The focus of any disapproval is placed on the actions of the child, never the child himself. Structuring the classroom environment to reduce problems, redirect inappropriate activity, encourage positive behavior using logical consequences and offering choices are some of the techniques teachers use in guiding children's behavior.

If a child demonstrates persistent unacceptable behavior that endangers his or her personal welfare, the well being of others in the classroom or is continually disruptive to the classroom environment, parents will be asked to conference with the teacher to develop an individual behavioral management plan.

Setting limits for children and being consistent in keeping the limits makes every child feel secure. When a child knows what appropriate behavior is for the classroom, he or she is able to make decisions about behavior. It is every teacher and assistant's responsibility to lovingly encourage the child to choose to follow the classroom rules.

Disciplining in love (as God does with each of His children) is never a process of tearing down a person's sense of being loved or self-worth. We guide children to realize that "I am able to choose to obey with Jesus' help because I want to do right." In all situations, staff wish to convey to the child that although they may not like a behavior, they always love them as a child of God.

CHILD TRANSPORTATION PROCEDURES

CrossRoads Preschool does not provide transportation. Parents or drivers must help children out of the car and accompany them to their destination. The parent or driver must remain with the child until responsibility of care has been transferred to a CrossRoads teacher or staff member.

Morning classes are dismissed at 11:30am. The M/W/F Extended Day class dismisses at 1pm. The T/H All-Day class dismisses at 3pm. T/H Lunch Bunch dismisses at 12:30pm. Afternoon Adventure dismisses at 1:30, 2:30 or 3pm, whichever time the parent chooses. Parents or carpool drivers must pick up children at their designated location.

It is important to be prompt in picking up your child. If a child is not picked up within 10 minutes, the parent is billed a \$5 late fee. A \$5 late fee will be added for each additional 10 minutes.

If, on a particular day, a child is to go home with someone other than the authorized person, written communication must be provided to the teacher (via a classroom note, email or text) to advise the teacher of the change.

ABSENCE POLICY

CrossRoads Pre-K requests that parents notify the school about a child's absence. Illness or other absences can be called into the school office at 763-536-3239 prior to the start of the school day. Please leave a message on the voice mail. The director will inform the child's teacher. Other absences such as vacations can be communicated to the classroom teacher by note or written in the class notebook.



FIELD TRIP POLICY

At the time of this printing, field trips have been suspended to follow our COVID-19 Preparedness Plan. We hope to reinstate the below policy for the 2021–22 school year.

CrossRoads Preschool desires to provide children with several kinds of learning experiences. In-house field trips extend the learning environment. Parents are notified of all field trips in advance.

SAFETY POLICY

CrossRoads Preschool is concerned for the safety of all children and has the following staff policies in place:

- The staff at CrossRoads Preschool is trained in First Aid, CPR, Blood Borne Pathogens, Child Development and Risk Management.
- Children in classrooms are never unattended or unobserved by our staff.
- Cameras are present in the hallways for safety.
- State of Minnesota Mandated Reporting Policy
(See Addendum B & C)

The following are expectations of parents:

- Upon arrival, parents must remain with their child until responsibility of care has been transferred to a CrossRoads teacher or staff member.
- Before and after school, parents must supervise their child at all times. Children are not to be left unattended in or outside of the building.
- Do not leave children unattended in vehicles.
- When delivering and picking up children, parents must park in the parking lot, not by the curb. (Fire Marshall mandate)
- Drive slowly in the parking lot.
- We are not able to apply bug spray or sunscreen prior to outside play. Apply to your child if needed.

If, at any time, the above safety measures are not being followed, CrossRoads administration will contact the parent. Thank you for your cooperation.

INSURANCE INFORMATION

CrossRoads Preschool carries adequate liability insurance protection for all children enrolled in the school against claims resulting from in-school and field trip activities.

HEALTH CONSULTANT SERVICES

CrossRoads Preschool health policies are reviewed annually by a health consultant. If you wish to know more about this, contact the director.

HEALTH POLICIES

1. Immunization records are due before the child attends class. State law requires all children entering preschool in Minnesota to show proof of being immunized. These records must be kept current and updated as needed.
2. A health care summary must be completed by a health source and be on file before the child can attend class. Children enrolled during the school year have 30 days to complete the health form.
3. The program shall identify all children with special needs through the parent interview of Health Care Summary. Children with special needs can be enrolled only after CrossRoads receives written permission from the licensing examiner.
4. CrossRoads Preschool has taken every precaution to ensure that potential poisons are out of the reach of children in our care. In the event that an accidental ingestion should occur, our staff will call Poison Control Center at 1-800-222-1222 and inform the parent.
5. All childcare staff are required by Minnesota law to report any suspected incidents of child abuse or neglect to appropriate authorities.



ILLNESS POLICIES

1. Children should be kept home if there are signs of illness. A child who is not feeling well does not benefit from being at school and may potentially pass on the illness to other children. If a child becomes ill at school, a staff person will provide space away from other children for the sick child (a chair near the toilet or a rest mat/cot). A staff person supervises and comforts a child who is ill or injured until the parent arrives. We are concerned about the individual child's welfare and that of the group. If treatment of a more serious nature is required, your child will be taken to the facility named on the emergency card.
2. Exposure to and contraction of communicable diseases should be promptly reported to the school within 24 hours so the parents of the other children can be notified. The program director must notify the Department of Health within 24 hours of any case that is reported.
3. When a child is to be given oral or topical medication, written instructions by a physician or dentist must be provided and written authorization to administer medication must be given by the parent. Medication must be labeled by a pharmacist with the child's name, the doctor or dentist's name, the prescription number, name of the medication, date and directions for its use.

EXCLUSION OF ILL CHILDREN POLICY

The Department of Human services requires that we exclude a child with an illness or condition that the Commissioner of Health determines to be contagious and a physician determines has not had sufficient treatment to reduce the health risk of others. We follow the exclusion guidelines listed below which are taken from Infectious Diseases in Child Care settings: Information for Directors, care givers and parents or guardians prepared by Hennepin County Community Health Department, Epidemiology Program.

We must exclude a child with the following conditions:

- **Fever:** Until a medical exam indicates the child may return. Axillary armpit temperature of 100 F or higher (before fever reducing medication is given) when accompanied by behavior changes or other sign or symptoms of illness.
- **Behavior:** If a child looks or acts differently—awake all night, unusually tired, pale, lack of appetite, irritable or restless.
- **Respiratory:** If a child has a cough, shortness of breath or any other covid-19 symptoms, the child will not be admitted into the facility. See COVID-19 Preparedness Plan for additional details.
- **Vomiting:** Until vomiting has stopped for 24 hours or if child cannot participate in program activities with reasonable comfort (including outdoor play) or requires more care than staff can provide without compromising the health and safety of the other children. Vomiting is defined as two or more episodes in the previous 24 hours.
- **Diarrhea (Infectious):** Until diarrhea has stopped. For some infections, the person must also be treated with antibiotics before returning to childcare.
- **Diarrhea (Uncontrolled):** Until uncontrolled diarrhea stops or until a medical exam indicates that it is not a communicable disease. Uncontrolled diarrhea is an increased number of stools, compared with a person's normal pattern, along with watery stools and/or decreased stool form which cannot be contained by the diaper or use of the toilet.
- **Rash:** (with or without fever or behavior change) Until a medical exam indicates these symptoms are not that of a communicable disease (i.e. chicken pox, fifth disease, measles, roseola, rubella, shingles, strep throat).
- **Streptococcal Sore Throat:** Until a full 24 hours after treatment begins and child is without fever for 24 hours.

Re-admittance to school following:

- **Chicken Pox:** After all the blisters have dried into scabs, usually about six days after rash onset.
- **Bacterial Conjunctivitis Pink Eye (with pus):** 24 hours after treatment begins (pink or red conjunctiva with white or yellow discharge that causes matting of the eyelids, pain or redness of eyelids).
- **Lice:** After the first treatment and no live lice are seen.
- **Pin Worms:** No restrictions following the start of treatment.
- **Hepatitis:** Physician's statement required for re-admittance.
- **Impetigo:** After child has been treated with antibiotics for at least a full 24 hours.
- **Ringworm:** (skin & scalp) 24 hours after treatment has been started.
- **Scabies:** 24 hours after treatment has been started.
- **Signs/symptoms of possible severe illness:** After a medical exam indicates the child may return (unusually tired, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing).

An example of our communication regarding communicable diseases is found at the end of this handbook (see *Addendum A*). These communications are sent home should a communicable disease arise. When a child has been medically diagnosed with a communicable disease, we notify the appropriate health authorities and follow their recommendations to provide information to parents of all exposed children.

CrossRoads Preschool notifies the parents of exposed children on the same day or within 24 hours with a written notice sent home or a phone call if necessary and possible. Parents are required by state laws and our center policies to inform the center within 24 hours, exclusive of weekends/holidays, if their child is diagnosed with a communicable disease.

INJURY POLICY

- If a child is injured or becomes ill in a classroom and first aid treatment is required, it is the responsibility of the head teacher to administer life preserving measures or necessary care until emergency health care sources arrive. If a child is injured or becomes ill at school, the head teacher assumes responsibility of the child while the childcare aide calls 911 for emergency assistance. The childcare aide also goes to the other classroom to seek assistance from another head teacher. The head teacher of the other class assumes responsibility of the children in the first class.
- If the injury requires medical attention but not of an emergency nature, the head teacher will call the child's parents. The parents are asked to assume responsibility for seeking medical assistance. If neither parent is available, the

head teacher calls the emergency contacts as indicated on the Emergency Information Card.

- The CrossRoads Preschool staff do not transport children to receive medical care. Staff only administer band-aids for scrapes and small cuts that are not of a serious nature. Parents are responsible for all medical care.
- If a child is injured while at school and the head teacher is unaware of the injury, please contact the head teacher or director within 24 hours.

INCLEMENT WEATHER & FIRE POLICIES

- In case of severe weather, CrossRoads Preschool follows the direction of the Robbinsdale area schools. If Robbinsdale schools close, CrossRoads Preschool is also closed. There may be additional days when we elect to close because of severe weather or mechanical problems. In either case, we call all parents if school will not be in session.
- There may be times when severe weather occurs during the school day. Parents are NOT encouraged to come to school and get the child during a tornado warning. The children are cared for in a severe weather shelter during the warning period. Children are released to parents and guardians only after the all-clear signal has been sounded. If the tornado warning siren sounds during the arrival or dismissal process, all people in the building are encouraged to seek shelter.
- In compliance with the fire code regulations of the City of New Hope and the State of Minnesota, fire drills are conducted. The children are carefully prepared for this experience. Every precaution is taken to ensure your child's safety. The classroom environment, fire extinguishers and fire safety policies are reviewed and inspected annually by the New Hope Fire Marshall. In the event of a major fire, the children are evacuated to HopeBridge located at 42nd Street and Boone Avenue North.

CHILDREN WITH SPECIAL NEEDS

For us to meet your child's needs effectively, we request parents inform us of any special health and/or developmental needs of the child. Let us know if you have had or are currently using special services. All information is kept confidential and used to help your child be successful in our school.

The staff cooperates with parents by informing them of any needs we observe. Determination will be made if we can serve the child effectively in our setting.

Consideration is given to:

- Safety of the classroom/other children.
- Attention needs of other children.
- Workload on the teachers.
- Whether the child can be served effectively in our program and environment.

A child is identified as special needs if he or she:

- Has cognitive delays or a related condition and has a service plan specifying childcare to be provided by the preschool.
- Has been identified by the local school district as a child with a special need and has an education plan specifying childcare to be provided by the preschool.
- Has been determined by a licensed physician, psychiatrist, psychologist as having a special need relating to physical, social or emotional development.

Special Needs Plan

A plan should be in place before admission or as soon as possible. The preschool must inform the parent of any diagnosed or identified special need of a child that was not reported by the parent at the time of admission. When a preschool admits a child with special needs, an individual care plan must be developed to meet the child’s individual need. The plan must be in writing and specify methods of implementation. It must be reviewed and followed by all staff that interact with the child. This plan must be coordinated with the service plan or education plan as stated above.

.....

If a child’s special need has been determined in the manner stated above, then the plan must be coordinated with reports from the licensed physician, psychiatrist or psychologist. This plan must be evaluated annually by the professional with the child’s parent to determine if the child’s needs are being met.

Teachers, families and relevant specialists need to have regular opportunities to participate in two-way communication conferences to discuss each child’s progress, accomplishments, difficulties in the classroom and at home as well as plan learning activities.

NON-DISCRIMINATION POLICY

At CrossRoads Preschool, teachers counter bias and discrimination by treating all children with equal respect and consideration. This includes initiating activities and discussions that build positive self-identity, teaching children to value differences, intervening when children tease or reject others, providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations, and avoiding stereotypes in language references.

PARENT/GUARDIAN

Your child may have been exposed to Strep Throat.

If you think your child has Strep Throat:

- Tell your childcare provider or call the school.
- Keep your child at home until 24 hours after antibiotic treatment begins and the fever is gone. Children who test positive for strep but do not show symptoms do not need to be excluded. They are unlikely to spread the infection to other people.

Symptoms

Strep Throat: Your child may have a fever that starts suddenly, red sore throat and swollen glands. Headache may occur. Children may have stomach pain and vomiting.

Scarlet Fever: Rarely, a very fine raised rash appears at the same time as the throat soreness. The rash feels like sandpaper. The rash is most often on the neck, chest, elbow and groin and in the inner thigh and folds of the armpit. Later on, the skin on the fingertips and toes may peel. If your child is infected, it may take 2–5 days for symptoms to start.

Spread

By coughing or sneezing.

Contagious Period

24 hours after antibiotic treatment begins

Call Your Healthcare Provider

If anyone in your home has symptoms. A doctor may do a lab test and give antibiotics.

Prevention

Strep throat and scarlet fever are common bacterial infections in children.

- Cover nose and mouth when coughing or sneezing. Use a tissue or your sleeve. Dispose of used tissues.
- Wash hands after touching anything that could be contaminated with secretions from the nose or mouth. Your child may need help with hand washing.
- Never share drink containers, cups or silverware. Wash all dishes with hot soapy water between uses.
- Clean and disinfect any objects that come in contact with the nose or mouth (especially mouthed toys). Use a product that kills germs.

MALTREATMENT OF MINORS MANDATED REPORTING POLICY FOR DHS LICENSED PROGRAMS

This form may be used by any provider licensed by the Minnesota Department of Human Services, except family child care. The form for family child care providers can be found in eDocs #7634C.

What to Report

Maltreatment includes egregious harm, neglect, physical abuse, sexual abuse, substantial child endangerment, threatened injury, and mental injury. For definitions refer to Minnesota Statutes, section 260E.03, and pages 3–6 of this document (*Editorial Note: Pages 3–6 of this document are located the director's handbook and all teacher's handbooks*). Maltreatment must be reported if you have witnessed or have reason to believe that a child is being or has been maltreated within the last three years.

Who Must Report

- If you work in a licensed facility, you are a “mandated reporter” and are legally required (mandated) to report maltreatment. You cannot shift the responsibility of reporting to your supervisor or to anyone else at your licensed facility.
- In addition, people who are not mandated reporters may voluntarily report maltreatment.

Where to Report

- If you know or suspect that a child is in immediate danger, call 911.
- Reports concerning suspected maltreatment of children, or other violations of Minnesota Statutes or Rules, in facilities licensed by the Minnesota Department of Human Services, should be made to the Licensing Division’s Central Intake line at 651-431-6600.
- Incidents of suspected maltreatment of children occurring within a family, in the community, at a family child care program, or in a child foster care home, should be reported to the local county social services agency at 651-431-4661 or local law enforcement at 763-531-5170.

When to Report

Mandated reporters must make a report to one of the agencies listed above immediately (as soon as possible but no longer than 24 hours).

Information to Report

A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the maltreatment (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected maltreatment occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.

Failure to Report

- A mandated reporter who knows or has reason to believe a child is or has been maltreated and fails to report is guilty of a misdemeanor.
- In addition, a mandated reporter who fails to report serious or recurring maltreatment may be disqualified from a position allowing direct contact with, or access to, persons receiving services from programs, organizations, and/or agencies that are required to have individuals complete a background study by the Department of Human Services as listed in Minnesota Statutes, section 245C.03.

Retaliation Prohibited

An employer of any mandated reporter is prohibited from retaliating against (getting back at):

- An employee for making a report in good faith; or
- A child who is the subject of the report.

If an employer retaliates against an employee, the employer may be liable for damages and/or penalties.

Staff Training

The license holder must train all mandated reporters on their reporting responsibilities, according to the training requirements in the statutes and rules governing the licensed program. The license holder must document the provision of this training in individual personnel records, monitor implementation by staff, and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14.

Provide Policy to Parents

For licensed child care centers, the mandated reporting policy must be provided to parents of all children at the time of enrollment and must be available upon request. The definitions section (p. 3-6) is optional to provide to parents.

The following sections only apply to license holders that serve children. This does not include family child foster care per Minnesota Statutes 245A.66, subd. 1.

Internal Review

- When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review within 30 calendar days and take corrective action, if necessary, to protect the health and safety of children in care.
- The internal review must include an evaluation of whether:
 - related policies and procedures were followed;
 - the policies and procedures were adequate;
 - there is a need for additional staff training;
 - the reported event is similar to past events with the children or the services involved; and
 - there is a need for corrective action by the license holder to protect the health and safety of children in care.

Primary and Secondary Person or Position to Ensure Reviews Completed

The internal review will be completed by the director. If this individual is involved in the alleged or suspected maltreatment, the assistant director will be responsible for completing the internal review.

Documentation of Internal Review

The facility must document completion of the internal review and make internal reviews accessible to the commissioner immediately upon the commissioner's request.

Corrective Action Plan

Based on the results of the internal review, the license holder must develop, document, and implement a corrective action plan to correct any current lapses and prevent future lapses in performance by individuals or the license holder.

Definitions

Found in Minnesota Statutes, section 260E.03 (*Editorial Note: A copy of these definitions is located the director's handbook in the preschool office and in all teacher's handbooks*)



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