

2019–20 CrossRoads Pre-K Handbook



**CHILDREN
ARE A GIFT
FROM GOD.**

PSALM 127:3

MISSION & VISION

CrossRoads Pre-K is an outreach of New Hope Church. The school is under the supervision of the Children & Family Ministries. The purpose of CrossRoads Pre-K is to provide an enriching experience in a Christian environment to aid children in physical, mental, emotional, spiritual and social 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 Pre-K 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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DEAR FAMILIES,

Welcome to CrossRoads Pre-K. We're so glad you're attending our school. This year we are celebrating more than 50 years of loving and serving children. It's been our pleasure to serve generations of young children in our community through an enriching Christian preschool experience. We are NAEYC accredited and maintain a four-star rating with Parent Aware.

Take time to read your family handbook for important information about the upcoming school year. The handbook is also available at newhopechurchmn.org/crossroads. Follow us on Facebook: **[facebook.com/NHCCrossRoadsPreK](https://www.facebook.com/NHCCrossRoadsPreK)**.

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

God bless you all!

Sarah Johnson

CrossRoads Pre-K Director

CLASS SCHEDULE

3-Year-Old Classes

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

Monday only—9:15–11:30am

Tuesday/Thursday—9:15–11:30am

Wednesday/Friday—9:15–11:30am

4- & 5-Year-Old Classes

Tuesday/Thursday AM—9:15–11:45am

Tuesday/Thursday All Day—9am–3pm

Monday/Wednesday/Friday AM—9:15–11:45am

Monday/Wednesday/Friday Extended Day—9am–1pm

CrossRoads Pre-K 2019–20 Calendar

newhopechurchmn.org/crossroads
763-536-3239

SEPTEMBER

- 9** **Meet Your Teacher** (parent & child)
W/F-3s, M/W/F-am, M/W/F-9-1
Meet Your Teacher (parent & child)
M-3s—afternoon
- 10** **Meet Your Teacher** (parent & child)
T/Th-3s, T/Th-am, T/Th-all day
- 11, 12** Classes begin—2 & 3-day classes
- 16** Classes begin—M-3s only class

OCTOBER

- 17, 18** NO SCHOOL (Fall Conferences)

NOVEMBER

- 21, 22** **Thanksgiving Party**—2 & 3-day classes
- 25** **Thanksgiving Party**—M-3s class
- 27-29** NO SCHOOL (Thanksgiving Break)

DECEMBER

- 16** **Jesus Birthday Celebration**—M-3s class
- 17, 18** **Christmas Cookie Party** for parents—
2 & 3-day classes
- 19, 20** **Jesus Birthday Celebration**—2 & 3-day classes
- 23-Jan 3** NO SCHOOL (Christmas Break)

JANUARY

- 6** Classes resume / Registration for 2020-21
opens for current CrossRoads families
- 13** Picture Day—M-3s & M/W/F-4s
- 14** Picture Day—All T/Th classes
- 15** Picture Day—W/F-am-3s & M/W/F-9-1 classes
- 20** NO SCHOOL (Martin Luther King Day)

FEBRUARY

- 3** **Family Art Show**—W/F-3s, M/W/F-am, M-3s
M/W/F-9-1 classes
- 4** **Family Art Show**—All T/Th am classes
- 10** **Valentine Parties**—M-3s
- 13** **Valentine Parties**—All T/Th classes
- 14** **Valentine Parties**—M/W/F-am, M/W/F-9-1,
W/F-3s
- 17** NO SCHOOL (President's Day)
- 27, 28** NO SCHOOL (Teacher Convention)

MARCH

- 19, 20** NO SCHOOL (Spring Conferences)
- 23-27** NO SCHOOL (Spring Break)
- 30** Classes resume

APRIL

- 10** NO SCHOOL (Good Friday)
- 13** NO SCHOOL (Easter Monday)

MAY

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

2019–20 TUITION RATES

	Yearly	Registration	4 Installments: 4/15, 9/15, 12/15, 3/15
3-Year-Old Classes One session per week (9:15–11:30am) Non-church/NHC family	\$520	\$65	\$130
Two sessions per week (9:15–11:30am) Non-church NHC family	\$1,160 \$1,100	\$65 \$65	\$290 \$275
4 & 5-Year-Old Classes Two sessions per week (9:15–11:45am) Non-church NHC family	\$1,300 \$1,220	\$65 \$65	\$325 \$305
Three sessions per week (9:15–11:45am) Non-church NHC family	\$1,580 \$1,500	\$65 \$65	\$395 \$375
Two sessions per week (9am–3pm) or three sessions per week (9am–1pm) Non-church NHC family	\$2,500 \$2,340	\$65 \$65	\$625 \$585

- In-school field trip fees and specific classroom supplies are included in the yearly tuition.
- **The registration fee of \$65 is non-refundable.**
- There are no refunds after **July 31**.
- Tuition is paid in four installments: April 15 (confirms your child’s registration), September 15, December 15 and March 15.
- Make checks payable to CrossRoads Pre-K.
- Credit card payments are also available.
- Payments can be dropped off during school hours or mailed to:
CrossRoads Pre-K
4225 Gettysburg Avenue North
New Hope, MN 55428

If you wish to withdraw your child from school during the school year, notice must be given 15 days prior to a tuition payment date. Notice must be in writing and given to the classroom teacher or CrossRoads administration.

CURRICULUM, PROGRAM GOALS & ROUTINES

CrossRoads Pre-K 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 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-a-louds.
- **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 their own mat labeled with their name. The child may bring an item from home, such as a special blanket, stuffed animal or a book to have during rest time. Two staff members supervise this time. Quiet music is played to assist the child in this calm time of the day. When not in use, mats are stored outside the classroom on top of a cupboard.



ASSESSMENT PLAN

CHILD OBSERVATION & ASSESSMENT

At CrossRoads Pre-K 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 Pre-K 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 their 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 Pre-K 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 what they have to look forward to. 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

9:15–9:20am	Greeting/Planning Time
9:20–10:20am	Work Time
10:20–10:25am	Clean-Up Time
10:25–10:30am	Quiet Reading
10:30–10:40am	Circle Time
10:40–10:50am	Bathroom/Wash Hands/Transition
10:50–11:00am	Snack/Reflection
11:00–11:05am	Small Group
11:05–11:20am	Large Muscle (outside or gym)
11:20–11:30am	Story Time

4 & 5-YEAR-OLDS

9:15–9:30am	Circle Time
9:30–9:45am	Planning Time
9:45–10:45am	Work Time/Clean-Up
10:45–10:50am	Quiet Reading/Transition
10:50–11:00am	Circle Time
11:00–11:05am	Bathroom/Wash Hands/Transition
11:05–11:15am	Snack/Reflection
11:15–11:30am	Small Group
11:30–11:40am	Large Muscle (outside or gym)
11:40–11:45am	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

TUES/THUR 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

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 pre-school is an opportunity for your child to meet the teacher and includes a parent orientation informing parents of school policies. In addition, each parent has a brief meeting with the teacher to discuss the individual needs of their child. 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).

There is a sign-up sheet on the parent bulletin board to select a conference time. 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

- 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 Pre-K 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

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.

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

If you plan to bring a pet to share with the classroom, discuss this with the head teacher ahead of time. The head teacher evaluates this experience with the needs of the classroom.

BIRTHDAYS

Children may bring birthday treats to school. We send a suggested snack list home prior to the celebration day. Any treat sent to school must be commercially packaged and nut free. We request that candy items, especially suckers, not be sent as a treat. At the beginning of the month, a letter is sent home informing you of the date we will celebrate your child's birthday. We encourage a special adult from the child's life to spend all or a part of the day at school to share in the celebration.

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 treats and cereal such as: Goldfish, Ritz, Wheat Thins, Saltines, graham crackers, pretzels, vanilla wafers, granola bars, individual-sized cups of applesauce, fruit cups, raisins, Fruit Loops, Cheerios, etc. **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. 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 Pre-K 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 PICK UP PROCEDURES

CrossRoads Pre-K does not provide transportation for its students. Parents or drivers must help children out of the car and accompany them inside the building and to the classroom. The parent or driver must wait with the children until the teacher opens the door to the classroom area.

Morning classes are dismissed at 11:30am for the 3-year-old class and 11:45am for the 4-year-old classes. The extended day class dismisses at 1pm. The afternoon class dismisses at 3pm for the 4 & 5-year-old classes. Parents or carpool drivers must pick up children at the classroom door.

It is important to be prompt in picking up your child. If a child is not picked up within 15 minutes after dismissal time, the parent is billed a \$5 late fee. A \$1/minute fee is charged for each minute after the first 15 minutes. This fee is payable to the teacher and is due before the next class session.

If, on a particular day, a child is to go home in a different carpool or with someone other than the authorized person, the child must bring a written note 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

CrossRoads Pre-K 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. The cost of the field trip is paid to the classroom teacher the day before the field trip is scheduled. The cost of field trips is **not** included in your tuition fee.

SAFETY POLICY

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

- The staff at CrossRoads Pre-K 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 accompany their child to the classroom and wait until the teacher opens the door.
- Before and after school, parents must supervise their child in the bathrooms, hallways and parking lot.
- 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 Pre-K 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 Pre-K 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 Pre-K 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:** No exclusion for other mild respiratory infections without fever as long as child can participate comfortably. If child has fever, they are excluded until 24 hours without fever and is able to participate in normal activities.
- **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 Pre-K 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 Pre-K 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 Pre-K follows the direction of the Robbinsdale area schools. If Robbinsdale schools close, CrossRoads Pre-K 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 mental delay 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 handi-capped child 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 Pre-K, 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

Who Should Report Child Abuse and Neglect

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

Where to Report

- If you know or suspect that a child is in immediate danger, call 911.
- All reports concerning suspected abuse or neglect of children occurring in a licensed facility should be made to the Department of Human Services, Licensing Division's Maltreatment Intake line at 651-431-6600.
- Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community should be made to the local county social services agency at 612-348-3552 or local law enforcement at 911.
- If your report does not involve possible abuse or neglect but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the Department of Human Services, Licensing Division at 651-431-6500.

What to Report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556) and should be attached to this policy.
- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known) and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

Failure to Report

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

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Retaliation Prohibited

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

Internal Review

When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, 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
- There is a need for corrective action by the license holder to protect the health and safety of children in care

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

The internal review is completed by CrossRoads Pre-K Director. If this individual is involved in the alleged or suspected maltreatment, NHC Children & Family Ministries Director or Senior Staff is responsible for completing the internal review.

Documentation of the 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 designed to correct current lapses and prevent future lapses in performance by individuals or the license holder if any.

Staff Training

The license holder must provide training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556). 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.

The mandated reporting policy must be provided to parents of all children at the time of enrollment in the child care program and must be made available upon request.

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