



Parent Handbook 2025-2026

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Welcome

Thank you for choosing the Child Development & Learning Center (CDLC) for your child's early education needs. We are looking forward to a new and exciting year. Thank you for sharing it with us. This handbook is designed to help explain our program. We hope you read it carefully and keep it for future reference.

Our History

CDLC was founded in 1971 by parents who saw a need for early childhood education. CDLC has grown from 30 students and peaked in 1991 at 350 students. Our staff has grown from 3 staff members to its current staff of 10. We are a nationally accredited, non-profit Christian preschool.

Our Mission

Child Development and Learning Center welcomes families and celebrates each child as a gift from God. We develop strong self-esteem in our children by guiding them to grow spiritually, socially, emotionally, physically and cognitively.

Standards

CDLC is licensed to serve 100 children per session by the Department of Human Services in the State of Minnesota. Ten children are enrolled per class. CDLC meets and exceeds the State's guidelines for preschools.

Parents may review CDLC's Program Plan and Behavior Guidance Plans as submitted to the State upon request in the office. Questions to Human Services may be directed to 612-296-3971.

Accreditation



CDLC is a nationally accredited program through the National Association for the Education of Young Children (NAEYC).

NAEYC Accreditation of Early Learning Programs provides a transformative quality-improvement system—a rigorous process programs can engage in to meet the highest program standards for quality early learning. NAEYC has set 10 standards (Relationships, Curriculum, Teaching, Assessment of Child Progress, Health, Teachers, Families, Community Relationships, Physical Environment, Leadership and Management) for early childhood. To earn accreditation, programs must meet all 10 standards. For more information about the NAEYC you can go to [NAEYC for Families | Research-based information for families.](#)

Parent Aware

CDLC is a Parent Aware four star rated program.

Programs receive a Rating of One, Two, Three or Four Stars. Parent Aware Ratings are based on demonstrated use of practices that best prepare children for kindergarten. Each rating level builds on the previous.



Our Staff

CDLC is blessed with wonderful and highly qualified staff. Many of our staff members have been a part of the CDLC family for many years as parents, staff members and even as CDLC students. Our staff consists of teachers, aides, and administrators. Our staff members hold Associates, Bachelor's and Master's degrees as well as participating in on-going training to maintain the high standards of our program. All our staff members are certified in CPR and first aid.

Advisory Committee

The Advisory Committee is a resource for CDLC to help to facilitate the decision-making processes of our school. They provide advice and insights on specific areas, challenges, or opportunities. The Advisory Committee is composed of 9 members plus a Staff Representative and the Director.

For Whom

Children who are fully potty trained and 100% independent in the bathroom 33 months through the start of kindergarten are welcome and valued at CDLC.

Fully potty trained generally means a child can reliably use the toilet for both urination and bowel movements, without needing assistance or reminders, and typically without accidents during the day. This usually includes the ability to communicate the need to go to the toilet, handle their own clothing for toileting, and clean themselves afterward. If there are medical conditions that prevent independent toileting, parents are to discuss this with the Director. We understand that accidents happen, and we will work with you and the child in these incidences.

A preschool teacher is someone who loves children and hates zippers.

Author: Unknown

Nondiscrimination Notice

CDLC admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the preschool. It does not discriminate based on race, color, national or ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic or other school-administered programs.

Home Language

It is important to CDLC that all families are given the opportunity to fully understand, interpret, and become involved with their child's assessment and goals. CDLC will work with the family to provide an interpreter for any family that makes a request.

Class Size and Sessions

CDLC has a small class size with a ratio of 1/10. Classes are formed according to age and when possible are typically comprised of children whose birthdates are within months of each other.

Sessions

5 Day All Day 9:15am-3:15pm

3 Day All Day 9:15am-3:15pm

2 Day All Day 9:15am-3:15pm

5 Day Half Day 9:00-11:30am

3 Day Half Day 9:00-11:30am

2 Day Half Day 9:00-11:30am

Before and After PAC (Preschool Age Care) for an additional cost

Monday through Friday

8:00-9:00am

Monday through Thursday

3:30-5:00pm

Friday

3:30-4:00pm

Curriculum Information

The curriculum developed at CDLC has evolved over a period of years since 1971. In the 70's psychologists and educators, Jerome Bruner, Benjamin Bloom, and Jean Piaget formulated theories on the development of intelligence in preschoolers. The conclusion was that young children are more capable learners than given credit for and they absorb more than at a later age. The focus swung to intellectual stimulation with heavy academic instruction for preschoolers to give them a jump on their elementary years.

In the 80's Dr. David Elkind, a professor of Child Study at Tufts, warned of the dangers of "pushing our preschoolers." Elkind states, "Early childhood is a very important period of life. It is a period when children learn an enormous amount about the everyday world. It is also the time during which young children acquire lifelong attitudes towards themselves, toward others and toward learning. It is not the time for formal academic instruction."

CDLC today draws on the High/Scope curriculum to direct our program. Drawing from Piaget's theory of the "laws of intelligence," the fundamental premise of the High/Scope curriculum is that children are active learners who learn best from activities they plan and carry out themselves. The program at CDLC recognizes children as unique individuals and presents a curriculum designed to be at the preschooler's level by allowing them to develop cognitively and socially. Because social skills are vital for us to live together and respect one another, this will be an emphasized area. Children will be encouraged to be active participants and make frequent choices in their daily routine. They will be encouraged and directed to show respect for themselves and for others. It is the teacher's role to help each child think about what he/she is doing, make observations, notice relationships, and define and solve problems. Key experiences are essential to children's early intellectual growth and the teacher deliberately and systematically helps children predict, observe, describe, explain, manipulate, hypothesize, and find alternatives.

The highly trained and dedicated staff at CDLC will work with the parents to provide the best possible early childhood experience for children. Our staff uses DRDP: A Developmental Continuum from Early infancy to Kindergarten Entry to assess children's learning. As part of their continuing education teachers take classes on observation and assessment. We want to build valuable relationships in the community among children, staff, and parents. A strong Christian Curriculum based on family values intended to teach children respect for one another and the earth on which they live will be a daily part of our curriculum.

Behavior Guidance

Philosophy

At Child Development and Learning Center, our goal is to come alongside our parents. We strive to work with you and your child in developing acceptable behaviors. Our foundational goal at CDLC is to help our students develop strong social and emotional skills. Behavioral Guidance is about building and encouraging setting for every person in the group. It means helping young children understand they can learn from their mistakes, and it starts with showing them how. Research indicates that children with strong social-emotional skills tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities and demonstrate higher academic performance than students who exhibit social and emotional difficulties. (Hyson 2004; Kostelnik et al. 2015).

Additionally, socially-emotionally healthy children are better able to establish and maintain positive relationships with adults and peers. To support our students in developing these skills, we take a proactive and preventive approach to guidance that reinforces appropriate behaviors rather than focusing on inappropriate behaviors.

Child Development and Learning Center does not condone or tolerate the use of physical punishment on Child Development and Learning Center property. This policy restricts parents and staff from using physical punishment on their children while on CDLC property. Also, Child Development and Learning Center will not tolerate psychological abuse, emotional stress, coercion, threats, derogatory remarks, withholding, or threatening to withhold, food, light, warmth or clothing as a form of discipline. Child Development and Learning Center prohibits the use of physical restraints, other than to physically hold a child where containment is necessary to protect a child or others from harm. Mechanical restraints, such as tying, is prohibited.

Our Environment

We provide children with exciting materials and engage them in activities that are appropriate for their age to keep them focused and attentive. We develop schedules that meet the needs of young

children by avoiding long periods of wait time without activity. Yet, our schedule is flexible enough to follow the children's interests as well as their cognitive, physical and biological needs.

Our Teachers

We work to develop a strong rapport with each child, speaking to children calmly, especially during redirections. We help children put words to their emotions. We use social stories to help teach our children healthy social skills. We strive to serve the individual needs of each child while ensuring the safety of young children.

Our Families

We communicate regularly with families to ensure consistency in guidance between home and school. We partner with families to offer support, guidance and, if necessary, connect them with experts to help give their children the best foundation for academic and life success. (Hyson, M. 2004. *The Emotional Development of Young Children: Building an Emotion-Centered Curriculum*, 2nd ed. New York: Teachers College Press)(Kostelnik, M.J., A.K. Soderman, A.P. Whiren, M.L. Rupiper, & K.M. Gregory. 2015. *Guiding Children's Social Development and Learning: Theory and Skills*, 8th ed. Stamford, CT: Cengage).

General requirements

Behavior guidance procedures utilized at CDLC are a shared concern for parents and teachers. Our methods used are not punishment. Our staff firmly believes that a child is not bad but rather at times the behavior does not fit within the guidelines and limitations established for the safety of all involved.

1. Employees will approach each child in a positive manner and provide a positive model of acceptable behavior.
2. Employees will be cognizant of the developmental level of the class and tailor the methods appropriately.
3. Employees will discuss with the child the action in question and redirect the child away from the problem. An alternate activity will be introduced.
4. Employees will work with individuals and groups to learn acceptable ways to solve problems and conflicts. Children will learn tools for talking through problems and acceptable alternatives to reduce conflict.
5. Employees will protect the safety of each child, each adult, and equipment.

6. Employees will provide immediate and directly related consequences for a child's unacceptable behavior.
7. Persistent unacceptable behavior will be dealt with by staff members using the procedures to follow as described below. Children who do not respond to this will be given a space and time to think separated from the group activity within the same room. The employee will have the child within view and hearing distance and will record the behavior on the separation log provided. Should the child be out of control and the employee needs assistance, administration will be sought for assistance in the classroom or to guide the child to another area such as the office.
8. The following actions are prohibited. No child will be subjected to the following.
 - Corporal punishment of any kind. No rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, spanking will be allowed.
 - Emotional abuse. Name calling, ostracism, shaming, derogatory remarks about the child or the child's family will not be used.
 - Separation from the group except as described under items G and I.
 - Punishment for lapses in toileting.
 - Withholding of food, light, warmth, clothing, or medical care.
 - The use of physical restraint other than to physically hold a child when containment is necessary to protect the child or others from harm.
 - The use of mechanical restraints such as tying.
9. When the methods listed have been ineffective and the child's behavior threatens the well-being of any person, separation from the group will occur as described. The child will be returned to the group when the unacceptable behavior stops, and the child is in control of self.
10. A separation from the group will be recorded on a daily log. If a child is separated from a group three times in one day, five times in one week, or eight times in two weeks the teacher will notify the parent in writing and conference with the parent and administration about behavior concerns will be requested.

In the process of learning the complex life skills of cooperation, conflict resolution, and acceptable expression of strong feelings, children, like all of us, make mistakes. Guiding behavior is a big part of every teacher's job. -Dan Gartrell-

Child Guidance

The center's daily schedule, curriculum plans, classroom arrangements, and staffing patterns are designed to promote positive and enjoyable learning experiences, including respectful and trusting relationships between adults and children. To provide for the safety of all children, as well as the individual development of each child's self-help and self-control skills, teachers maintain daily routines and set limits within each age group. These routines and limits are frequently discussed and defined with the children. Consistency, or knowing what to expect throughout the day, helps children develop a sense of trust and understanding in their environment.

Positive, guiding communication with each child is our primary practice to help children develop a sense of independence, confidence, and competence in their own abilities to get along with peers and adults and to involve themselves positively in classroom activities. Teachers "model" language and appropriate ways for children to express their feelings and emotions. Our belief is that children might show "mistaken" behavior when they do not know how to do it right. Our efforts in guiding children will focus on showing children appropriate behavior.

- No time outs - use prevention and redirection.
- Use manners at school. Say please, thank you, and you're welcome.
- Make sure faces are kept clean, especially the nose- most children can clean themselves.
- Encourage children to put toys away before they play with something else.
- Inside voices only. Encourage soft voices by using a soft voice yourself.
- Toy shelves are for toys, not for sitting or climbing on.

Preschool Behavior Guidance Techniques

All children are encouraged to "talk" to explain how they feel. Appropriate and positive behaviors are recognized and reaffirmed daily. A teacher's response to inappropriate or negative behavior may include: ignoring the behavior, reasonably discussing the problem, redirecting the child's activity, and using clear, firm words to instruct the child about more positive ways to express him/herself. A preschool child might be invited to assist in restoring order as a consequence of some inappropriate behavior. For instance, a child might be asked to help rebuild the block tower of another that was knocked down. The consequences will be constructed with reasonable alternatives rather than punitive punishing responses.

Our behavior guidance policies and procedures:

- A. Ensure that each child is provided with a positive model of acceptable behavior.
- B. Are tailored to the developmental level of children we are licensed to serve.
- C. Redirect children and groups away from problems toward constructive activity to reduce conflict.
- D. Teach children how to use acceptable alternatives to problem behavior to reduce conflict.
- E. Protect the safety of children and staff persons.
- F. Provide immediate and directly related consequences for a child's unacceptable behavior.

Principles for Guidance of Young Children

Children playing in a group need help and guidance. We use these principles to guide the children:

1. We face children when speaking to them.
2. We make sure to have the child's attention before giving directions or making suggestions. Go to him/her; call him/her by name.
3. We give positive suggestions. Such as "Please keep the crayons on the table", rather than "Don't put the crayons on the floor". This puts the child in the wrong without suggesting what he should do. The two statements may seem to mean the same thing, but there is a great deal of difference in the way they aid or hinder the child's actions.
4. We avoid comparisons and competitions among children. Children should not feel that their chances for approval depend on being "first" or "best" or beating someone.
5. We give logical reasons when reasons are in order. Say "Throwing the ball in the house may hit someone. Would you like to color or play with the blocks now?" Avoid saying, "We do not throw balls in the house". The child wonders what is meant by "We", why he has to do as "We" do. He stops to please you or because you make him, without associating any reason or realizing any danger.
6. We offer choices where possible. Say "John has the truck now. Would you like to play with the clay or the blocks?" The choice is between playing with the clay or the blocks. Suggesting choices help in getting the child started to play. If John continues to have a difficult time choosing an activity we may take the child in our lap, talk to him about what he might do, and then go with him to show what can be done with the toy.

7. We will not offer choice about routine. When we say, "Will you wash your hands now", we are implying the rest of the sentence, "or not". Better to say, "Time to wash".
8. The best help forestalls trouble. When two children are playing and a third approaches, a suggestion such as "Here comes Mary and she can help set the table", or "You can give her one of the picture books" helps them to accept the new child.
9. When limits are necessary, they should be clearly defined and consistently maintained. We must be responsible for limiting children so that they do not come to harm, hurt others, or destroy property. We will establish methods for limiting the number of participants when safety is a concern.
10. We will give the child only as much help as he needs. We will not do things for the child that he/she can reasonably be expected to do for themselves. We may suggest trying one way or another, and then letting them do it. The results may be a "poor thing, but his own". However, we will be ready to give help before the child is completely discouraged by too much failure.
11. Some things we know about children.
 1. The younger the child, the more quickly he goes from one thing to another.
 2. The tired child may be overactive and excited.
 3. Keeping calm helps the child to be calmer.
 4. If trouble seems to be brewing, a change of activity helps most. This is the time to sing a song, have a drink or water, go for a walk, etc. Redirect before, not after the outburst.

Children need time to change activities or routine. Give "advanced warning" of planned changes. "When you finish your story (your block building, etc.) it will be time to go outside" (or to the bathroom, etc.).

The Strategies of Positive Behavior Support: Some Things You Can Try

1. Give positive reinforcement for positive behavior
Remember to notice the positive behavior. Offer praise or reward for the good behavior. Be enthusiastic without being false or insincere. Look for opportunities to provide praise and reward.
2. Ignore problem behaviors when possible
If possible, withhold your attention from the problem behavior. Look the other way — try to continue what you are doing if the behavior does not present a threat to your child or others.

3. Redirect the child's attention

When you notice a signal that a challenging behavior is about to occur, try to redirect your child's attention to something else, something he or she may be interested in.

4. Change the environment

Sometimes, changing things around in the home can make a difference. Make the space work better for everyone. Or, sometimes, you may have to consider avoiding certain places (at least temporarily) that may trigger behaviors.

5. Increase predictability and scheduling

Provide routines that the person can count on. When things are about to change, let them know.

6. Offer choices

Help the person move toward maturity and independence by allowing her to make choices. In the beginning, you will need to offer two or more things for him to choose from and provide some guidance in decision-making.

7. Teach new skills

Often, the person has gotten into the habit of engaging in challenging behavior because it is an effective way of getting his or her needs met. Teach the person new ways to communicate with you and others.

Adapted from Ruef, M., Poston, D., & Humphrey, K. Putting the "positive" into behavioral support: An introductory training packet, and OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

Persistent unacceptable behavior

We deal with persistent unacceptable behavior by increasing the amount of staff guidance and time. If your child is consistently in need of behavior guidance, a plan will be established to deal with this behavior. The plan will include observation and records of the child's behavior. The plan will be prepared in consultation with the parents, staff and professionals. Our staff deal with persistent unacceptable behavior by:

- A. Observing and recording the behavior of the child and the staff response to the behavior.
- B. Developing a plan to address the behavior documented in item A in consultation with the child's parent and with other staff persons and professionals when appropriate.

Procedure to follow with persistent challenging behavior

1. Teacher will document behavior. What is the behavior? How often the behavior occurs? Teacher can use her daily observation notes as documentation. Look for triggers to the behavior, time of the behavior, and locations for the challenging behavior.

2. Have the director observe the behavior and document triggers, time, environment, rate of occurrences.
3. Parents will be contacted, and a conference will be arranged.
4. Parents and teacher will develop an individual learning plan for school and home.
5. If need, parents will contact the future school district to be called in to assess and evaluate the child.
6. Combined individual learning plan will be developed between CDLC, school district and family.
7. Parents may also choose to have the child evaluated from a private agency and CDLC will work with that agency.
8. When all possible interventions have been exhausted, parents and staff will meet to discuss if suspension or expulsion is in the best interest of the child. CDLC staff will be supportive of the family in finding services and an alternative placement.

Separation from the group

No child will be separated from the group unless we have tried less intrusive methods of guiding the child's behavior which have been ineffective, and the child's behavior threatens the well-being of the child or other children in or at the CDLC. A child who requires separation from the group will remain within an unenclosed part of the classroom where the child can be continuously seen and heard by a CDLC staff person; the child will remain within sight and sounds of a staff person at all times. When separation from the group is used as a behavior guidance technique, the child's return to the group is contingent of the child's stopping or bringing under control of the behavior that precipitated the separation, and the child will be returned to the group as soon as the behavior that precipitated the separation abates or stops. A child between the ages of six weeks and 16 months will not be separated from the group as a means of behavior guidance.

Separation report

All separations from the group will be noted in a daily log. A notation in the log will include the child's name, staff person's name, time, date, and information indicating what less intrusive methods were used to guide the child's behavior and how the child's behavior continued to threaten the well-being of the child or other children in care. If a child is separated from the group three times or more in one day, the child's parent will be notified, and notation of the parent notification will be indicated in the daily log. If a child is separated five times or more in one week or eight times or more in two weeks, the procedure in Persistent Unacceptable Behavior will be followed.

Prohibited actions

Our behavior guidance policy prohibits the following actions by or at the direction of a staff person:

- A. Subjection of a child to corporal punishment. Corporal punishment includes, but is not limited to, rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting and spanking.
- B. Subjecting of a child to emotional abuse. Emotional abuse includes, but is not limited to, name calling, ostracism, shaming, making derogatory remarks about the child or the child's family, and using language that threatens, humiliates or frightens the child.
- C. Separation of a child from the group except within the rule requirements.
- D. Punishment for lapses in toilet habits. Children must be 100% independent in the bathroom.
- E. Withholding food, light, warmth, clothing, or medical care as a punishment for unacceptable behavior.
- F. The use of physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm.
- G. The use of mechanical restraints, such as tying.

Prone Restraint Prohibition

Definitions:

- A. Mechanical Restraint –
a restraint device that limits the voluntary movement of a person or the person's limbs.
- B. Prone Restraint:
a restraint that places a person in a face down position with the person's chest in contact with the floor or other surface.
- C. Restraint:
means a physical hold, physical restraint, manual restraint, restraint equipment or mechanical restraint that holds a person immobile or limits the voluntary movement of a person or the person's limbs.

We will not use a prone restraint on any person receiving services in our program except in the instances allowed under these circumstances:

- If a person rolls into a prone position during the use of a restraint, the person will be restored to a non-prone position as quickly as possible.

- If the applicable licensing requirements allow a program to use mechanical restraints, a person may briefly be held in a prone restraint for the purpose of applying mechanical restraints if the person is restored to a non-prone position as quickly as possible.
- If the applicable licensing requirements allow the use of seclusion, a person may briefly be held in a prone restraint to allow staff to safely exit a seclusion room.

Contraindicated Physical Restraints

We will not implement a restraint on a person receiving services in a program in a way that is contraindicated for any of the person's known medical or psychological conditions. Prior to using restraints on a person, we are required to assess and document a determination of any medical or psychological conditions that restraints are contraindicated for and the type of restraints that will not be used on the person based on this determination.

Dismissal from Program

Despite all best efforts, some children may continue to exhibit significant, challenging behaviors. We reserve the right to dismiss any child from our program that poses a threat to the health, safety and general well-being of other children at Child Development and Learning Center or is otherwise not making progress in behavior modifications over set timelines. This would include behavior and health issues.

Suppose a child with an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP) exhibits persistent challenging behaviors. In that case, special considerations are enacted due to procedural safeguards and due process rights ensured under the Individuals with Disabilities Education Act (IDEA), Parts C and B. Child Development and Learning Center will follow all state special education rules and regulations governing suspension/expulsion.

Five Facets of Growth

Spiritual Growth

We celebrate each child as a gift from God. Our curriculum seeks to incorporate Christian values through teachable moments, Bible stories and songs.

Social Growth

We encourage children to work together and show respect for one another in social and play situations. Our focus is to encourage a positive self-image while building the skills of independence.

Emotional Growth

Preschool children are constantly exploring their emotions and ways in which to channel their

thoughts and feelings. We strive to provide the tools children need to gain emotional growth while working and playing together in group situations.

Physical Growth

Children are given the opportunity to grow and develop physically in the areas of fine and large motor skills. We build on the natural abilities of each child while offering challenges and opportunities for success.

Cognitive Growth

Teachers carefully plan and develop curriculum based on the emerging needs and interest of their class. Daily plans focus on providing opportunities for children to explore and learn basic skills such as problem solving, classification and recognition, the essential framework for future successes in reading, writing, math, science, art, music, and social studies.

Sample Lesson Plan

Vocabulary: *September, 2025, outside, inside, first, last, morning, afternoon, here, there, in, out, in a line, playground, fish*

Subject	Day	Theme	Vocabulary	Objectives
Cooking	Mon	Ants on a Log	Celery, raisins, cream cheese, ant, log, spread, whole grain crackers	To assemble a simple snack To learn how to spread
	Tues/Wed	Fly in the Pudding	Vanilla pudding, milk, whisk, spoon, bowl, chocolate chips	To take turns To identify ingredients To use a whisk
	Thurs/Fri	Cereal and Milk	Whole grain cereal, milk, spoon, bowl, breakfast	To taste a food eaten at breakfast time
Christian	Tues / Wed	God made the world	God, dark, light, create, world	God made the world

	Thurs/ Fri	God made light-sun, moon, and stars	God, dark, light, create, sun, moon, stars	God made light out of the darkness
Science		Bugs and Insects	Names and body parts of bugs and insects,	To learn about bugs and insects
Life Explorers (Social Emotional Class)		Introduction to Life Explorers	Life Explorers, Ms. Essie, puppet, room, mailbox, summer vacation	Meet Ms. Essie & her puppet friends Familiarize with room Expectations
Motor		Space Awareness	Personal space, freeze, stretch, creep - crawl	Review personal space Introduce creeping and crawling
Music		Movement, dance rhythm sticks, rhymes		An intro to music through movement, dance, use of rhythm sticks, and familiar nursery rhymes

Daily Schedule

Arrival

Children are escorted to and from the building at the beginning and end of each day. After being escorted in, each class follows a schedule to cover the following interest areas.

Large Motor

Indoor and outdoor areas are available to work with children in building their large motor skills according to the appropriate developmental level.

Cooking/Snack

Children receive a daily snack. With those daily snacks they learn how to pour, spread, cut, etc. Occasionally, children will participate in a cooking project, providing opportunities to learn math and science skills, increase vocabulary and discover new tastes.

Music

Activities include listening and moving to a variety of music, singing, and playing rhythm instruments.

Creative Arts

Each child is encouraged to explore their creativity with a variety of art experiences exploring color, shapes, and textures.

Science

The children are given opportunities to explore and experiment with a variety of materials.

Enrollment, Tuition & Scholarships**Enrollment**

Applications are accepted until the sessions are filled. Each applicant will register online prior to admission to the Center and submit a non-refundable registration fee for enrollment processing which is not part of the regular tuition payment. Open positions are filled as our office receives the completed forms. Once all positions are filled, names are placed on a waiting list. These families are contacted as openings occur. Only children who are eligible for enrollment that current school year will have their names placed on the waiting list. Prior to enrollment, the parent and child may meet with the director to visit the program, discuss policies, enrollment procedures, and answer any questions the parent may have.

Placement

Administration has the right to place children in appropriate classes. Requests for class placements will be honored when possible; however, administration will make the placement in the best interest of the child and staff involved.

Registration

A \$75 non-refundable registration fee per child, \$100 per family. There is also a \$25 activity fee that is due before the first day of classes. This covers all on-site field trips, class parties, and special activities.

Rates

Monthly tuition rates are available for viewing on the CDLC website.

We are often asked why tuition is the same for months that are shorter or longer, including December. Tuition is based on the total number of days school is in session for the year, and then divided by the number of months in the school year (September to May). This allows for easier *equal tuition payments* each month.

Monthly rates for the 2025-2026 school year

5 Day All Day	\$925.00
3 Day All Day	\$575.00
2 Day All Day	\$400.00
5 Day Half Day	\$450.00
3 Day Half Day	\$250.00
2 Day Half Day	\$200.00

Before and After School Care Rates

3 Days/week	\$125.00/month
4 Days/week	\$162.50/month
5 Days/week	\$200.00/month

Play gives children a chance to practice what they are learning.

- Fred Rogers

Due Dates

Tuition is due on the 1st of each month August through April. You may pay the entire year on or before August 1st for a 2% discount. Monthly electronic payments are encouraged, as they reduce administrative costs for CDLC. All invoices are accessible through the Procure app. You may also pay by sending cash or check each month. Please make checks payable to POP/CDLC and include your child's first and last name on the check. You may send your payment to school with your child.

Absences & Tuition

A spot in the class is reserved for your child. Therefore, even if your child is absent from preschool *for any reason* (including family vacation or illness), tuition will still be due. If CDLC needs to close for health reasons or other unforeseen events, CDLC will switch to virtual learning. Tuition will still be due.

Other Charges

No allowance is made in the CDLC budget for uncollectible tuition. Unpaid balances impact the resources available for CDLC to provide a high-quality education for all children. As a nonprofit school, we rely heavily on tuition payments to operate and provide quality education and care for our students.

- A late fee of \$15 will be applied for each invoice that is not paid by the due date.
- Balances that are more than 7 days past due will result in the student being unable to attend until the balance is resolved.
- Balances that are more than 14 days past due will result in the child's spot being opened for another student. You may reregister your child if a spot is available and your account becomes current.
- If a balance remains at the end of the school year, the child may not attend summer camps or next school year until all past due balances are paid.

A fee of \$30 will be assessed for any checks returned for non-sufficient funds.

We want to work with you if you are having difficulty paying tuition or do not understand CDLC policies. Please contact the office to discuss payment options or ask questions.

Tax Information

Tax Statements and receipts of payment are available on Procare. CDLC is a tax-exempt, not for profit entity. CDLC's Federal Tax I.D. number is 41-6043414.

Withdrawal

Each child is enrolled for the entire school year. If you intend to withdraw your child from CDLC at any time, you must complete a Student Withdrawal Form. *You will continue to be liable for monthly tuition until 30 days after the Student Withdrawal Form is received in the CDLC office.* This form is available on Procare or may be requested in person, through Procare or via email from the CDLC office. You may return the form to the CDLC office in person, by mail, email or on Procare. If your child is enrolled after April 1, you are responsible for tuition for the remainder of the year.

Grievance Procedure

If you have a grievance over our program or procedures, please contact your child's teacher first and then the director. If you do not feel satisfied, please issue your complaint formally in written form to the director. It will then become the responsibility of the director to consult with the Advisory Committee of CDLC or the senior pastor of Prince of Peace. The director will be responsible to see the grievance is handled properly. Further concerns may be addressed to the Department of Human Services at 651-431-6015 between the hours of 8:00 a.m. and 4:30 p.m., Monday through Friday.

Scholarship Policy

It is the intent of CDLC to provide financial assistance to children based on family eligibility. All CDLC scholarships will be given to the Scholarship Committee for eligibility determination. Financial assistance is granted in the form of partial scholarships, contingent upon the availability of funds.

The following guidelines are used for this determination:

Eligibility for special circumstances is determined on a case-by-case basis, taking such factors into consideration as job loss, illness, death, or other situation(s) that affect the family's ability to pay.

Scholarship amounts will be determined based on financial information provided on the scholarship application.

Procedure for applying for financial aid:

Apply for a Scholarship

As of July 16, 2024, the Pathway I Early Learning Scholarship application can be completed online! To create an account, [visit the Early Learning Scholarships Hub](https://EarlyLearningScholarshipsHub.mn.gov), or copy and paste this URL into a new browser window to go to the Early Learning Scholarship Hub: **EarlyLearningScholarshipsHub.mn.gov**

By creating an account, you will be able to easily complete the application and upload required documents, receive email updates, check the status of your application, apply for other children in your household, and renew when it's time. Notices of award, renewal, and status updates will now be managed primarily via email.

While we encourage everyone to use the online portal, it is not a requirement to create an account and paper applications are available through your local Area Administrator serving your county. Either way you choose to apply, you can always contact your local Area Administrator with questions or for more information about the program.

If families do not qualify for the MN Early Learning Scholarships, families will then be considered for CDLC scholarships. All applications will be given to the Scholarship Committee for determination of eligibility. For more information or to find out more about other financial aid options, contact the CDLC office at 952-435-9346 or kswanson@popmn.org.

Scholarship Tuition Payment

Tuition payments must be made in accordance with CDLC policies, and any past due amount will cause the scholarship to be cancelled.

Scholarship Donations



*“Thousands of candles can be lit from
a single candle, and the life of the
candle will never be shortened.” Author unknown*

Karen Dwyer was that candle. For over 20 years she let her light shine through the children she taught and the friendships she made. In the spring of 2007, the CDLC community lost a dear friend and valued staff member when Karen passed away after a prolonged battle with breast cancer. She faced this battle with courage, dignity, strength, and, typical of Karen, a smile for everyone she encountered. She is deeply missed, but her spirit lives on.

We have established a Karen Dwyer Scholarship Fund to provide scholarships for children who otherwise might not be able to attend CDLC preschool. The money we have received thus far has been put in an investment fund, with the intention of drawing off a portion of the interest each year to provide scholarships.

It is our hope that the fund will continue to grow, providing educational opportunities for generations to come. To accomplish this, we need to get the word out and we are asking for your help. Any donation would be welcome. If you are a Thrivent member, returning a Giving Plus form further extends your gift through matching funds.

We are asking that you consider giving a tax-deductible gift to the Karen Dwyer Scholarship Fund. Karen had a passion for education and an amazing ability to inspire children to learn. Please help us ensure that her gift of knowledge will continue to be passed on to children, the light of Karen's life.

Forms

CDLC is required to maintain a file on all registered children. Parents are responsible for completing and returning all the following forms before their child's first day of class. Forms can be found on the CDLC website.

Health Care Summary

In order to remain licensed we are required by state law to have the Health Care Summary filled out and signed by your child's doctor within 30 days of your child's first day of class. Incomplete forms will not be accepted.

Immunization Record

Also, in order to remain licensed we are required by state law an Immunization Record for your child must be on file by your child's first day of class. Parents are responsible for updating their child's immunization records each time their child receives an immunization.

Individualized Child Care Plan (ICCP)

Any child with an allergy, asthma, eczema, or seizures must have an Individualized Child Care Plan (ICCP) signed by the child's doctor on file in our office to be eligible to attend the first day of school.

Emergency Contact Information

Each family must fill out the Emergency Contact Information form that includes the name, address and telephone numbers of the doctor, dentist, friends, or relatives to be contacted in the event of an emergency if you cannot be reached. We request we have the local phone numbers where you can be reached while your child is at school. CDLC must always have on file a correct phone number where you can be reached in case of an emergency. If your phone number(s) and/or address change during the school year, please contact the CDLC office to ensure that we always have accurate information. **Emergency contacts can NOT be a parent/guardian.**

These forms may be downloaded on the Procare app under Documents or on our website . Please contact Kim at 952-435-8105 or kswanson@popmn.org if you are unsure if your child needs this form on file.

It is the parent's responsibility to make sure that these forms are kept as up to date as possible. This is especially important when if there is a move, a change of job or any other change to contact information.

Forms may be mailed (13801 Fairview Drive, Burnsville, MN 55337) or faxed (952-898-9379) to the CDLC office at any time.

Parent Handbook Acknowledgment

This is a document that parents sign to confirm they've received, read, and understand the contents of a school or childcare center's handbook.

These forms are available on Procare and on our website . Please contact Kim at 952-435-8105 or kswanson@popmn.org with any questions.

It is the parent's responsibility to make sure that these forms are kept as up to date as possible. This is especially important when there is a move, a change of job or any other change to contact information.

Forms may be submitted via Procare, mail or in person at CDLC.

Health Information

Health Consultant

Each year a health consultant will review our health and safety policies as stipulated by Rule 3. The consultant reviews required first aid and safety policies and procedures and practices for food preparation and cleanup. Please complete the authorization form.

Illness

Your child's health is of major importance to us all. The state health department mandates that before a child can be enrolled in our program his immunization record must on file in our office. An HIB vaccination is required for 3, 4, and 5 year olds. **Children arriving the first day without such must be taken home.** Within 30 days after enrollment, the State further requires a completed health form, signed by physician, be on file.

A child with any of the following conditions or behaviors is a sick child and must be excluded from a center not licensed to operate a sick care program. The license holder must exclude a child:

- With a reportable illness or condition as specified in part 4605.7040 that the commissioner of health determines to be contagious, and a physician determines has not had sufficient treatment to reduce the health risk to others.
- With chicken pox until the child is no longer infectious or until the lesions are crusted over.
- Who has vomited two or more times since admission that day.
- Who has had three or more abnormally loose stools since admission that day.
- Who has a bacterial infection such as streptococcal pharyngitis or impetigo and has not completed 24 hours of antimicrobial therapy.
- Who has unexplained lethargy.
- Who has ringworm or scabies that is untreated and contagious to others.
- Who has a 100 degrees Fahrenheit axillary or higher temperature of undiagnosed origin before fever reducing medication is given. This means the thermometer reads 100 degrees Fahrenheit or higher when taken under the arm (axillary).
- Who has an undiagnosed rash or a rash attributable to a contagious illness or condition.
- Who has significant respiratory distress.
- Who is not able to participate in CDLC activities with reasonable comfort.
- Who requires more care than CDLC staff can provide without compromising the health and safety of other children in care.
- Please note: There is now no exclusion for pink eye or lice, unless the child has a fever or is not healthy enough to participate in routine activities. Antibiotics or a note from a health care provider are not required. The American Academy of Pediatrics recommends considering conjunctivitis (pink eye) like the common cold – both diseases are easily spread among children, and both resolve without treatment. Updated February 2025.

Children Who Become Sick at CDLC

If a child becomes sick while at CDLC, the child will be isolated from the other children. A staff member will remain with the child so that the child is supervised. The parent/guardian will be contacted to pick up the child.

Parents are advised to notify CDLC within 24 hours, except for weekends and holidays, when their child is diagnosed with a communicable disease. Communicable diseases will be reported to parents the same day the information is received. A fact sheet from www.hennepin.us/childcaremanual will be provided to parents by way of emailing the fact sheet to parent/guardian.

Each new case of the illness will be relayed to parents in the same manner as indicated above.

COVID and Respiratory Virus Protocol

After a positive COVID test or having respiratory virus symptoms (fever, chills, fatigue, cough, runny nose and headache), the CDC recommends staying home and away from others. During this period, it is recommended to wear a mask around others. Children can return after they have been fever free without fever reducing medication and feel better for at least 24 hours. CDC recommends still wearing a mask and physically distancing from others for the next 5 days.

Communicable Disease Reporting

CDLC provides information to families in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that families should implement at home. Good communication among healthcare providers, childcare providers, school health staff, parents/guardians, and the health department can play a major role in preventing the spread of communicable diseases. It is important that parents/guardians let CDLC staff know whenever their children are diagnosed with a communicable disease. CDLC will, as required by law, notify regulatory agencies as needed of communicable diseases.

Medications

No medication (prescription or non-prescription) will be given to your child without a current and accurate prescription label on the bottle and an Individualized Child Care Plan filled out and signed by a medical doctor. You can receive one of these forms from the office or download one from our website. All medications will be kept out of reach of children (and refrigerated if needed). Administration of medication will be recorded and verified to the parent. Teachers reserve the right to request specific training regarding administration of meds prior to complying with doctor's directions. This training will be provided by prescribing doctor or our nurse consultant. Antibiotics, cough syrup, Tylenol, etc. are not considered life sustaining.

Food

Please remember CDLC is a NUT FREE school, and all snacks and treats must not contain nuts and must be store bought.

Lunch

All Day students have a half hour lunch time each day. We ask that each all-day child bring a nutritious lunch each day they attend school. CDLC is not able to heat any food that children bring from home.

Snack Policy

Snack time is a special part of the day for our students, not only for keeping away hunger pains but as an opportunity to teach sharing, consideration, manners and independence. Snacks are designed to encourage whole grains, fruits and vegetables. Keeping in mind that this is a snack and not a meal, each student will receive a serving of the designated school snack and will be allowed a second helping if they request it. The designated school snack will consist of two of the four food components identified by the ASDA (fluid milk, juice, fruit or vegetable, meat or meat alternate, whole grain bread or whole grain cereal). Staff allow children to decide how much to eat. Staff will encourage children to try new and less favorite food. Children are never forced to eat or try new foods. Our snack menu is designed to encourage fruits and vegetables. We try to provide low fat, low salt and sodium, and low sugar snacks. Drinking water is always available to children. CDLC is a nut free school. While we do our best to accommodate allergies and sensitivities, we cannot guarantee that any of our snacks are free from food allergens. Parents of children with allergies must meet with us to devise a food plan and have a current ICCPP on file. This does not include personal preferences and diet modifications. We advise those with personal preferences and diet modifications to meet with us and devise a food plan. Parents are encouraged to send safe and healthy food for their child that require diet modifications.

Drinking Water

Drinking water will be available to children throughout the hours of operation and offered at snack and lunch. Drinking water for children will be provided in single service drinking cups. Water bottles may be used for water only, when this policy is followed:

Reusable water bottles will be allowed all day and returned home each day to be cleaned and sanitized. **All water bottles must be labeled with the child's first and last name.**

Birthday Treat Policy

At CDLC, we know how important and special your child's birthday is! We love to celebrate your child's birthday in school and encourage you to be a part of this celebration. We do allow birthday treats to be brought into the classroom to share.

Due to allergies, sanitary guidelines, safety concerns and MN State law, only store-bought treats are allowed for birthdays. Please adhere to the following guides for treats:

1. CDLC is a Nut-Free school. We are committed to not offering any foods that contain nuts; including peanuts, tree nuts, peanut butter and food processed in plants using nuts. Please check the package labeling carefully!
2. Please do not send in any type of treat or candy which may be a choking hazard to our students.
3. Check with the classroom teacher to get a list of student allergies in the class and plan your treat accordingly.

Some great birthday treat suggestions are:

- Apple slices
- Clementines
- Frozen fruit pops
- Rice Krispie Treats
- Yogurt
- Cheese

The treat should be something that your child will enjoy. Birthday treats will be served in lieu of our daily snack. If a child does not like or is allergic to the birthday treat, the regular classroom snack will be available.

We do encourage nutritious snacks. Your questions or suggestions can be directed to your child's teacher or the CDLC Director.

Rest Time

Rest time is a scheduled part of the daily schedule for All Day students and is required by DHS licensing guidelines. The children are required to lie on a cot to rest for at least 30 minutes. The environment is darkened, and restful music is played, or a story is read. Staff will not wake children before they are ready to wake up on their own. Staff will turn off the music and turn on the lights after the 30-minute minimum rest period is met.

- All children must rest for at least 30 minutes. A child who has napped or rested 30 minutes will NOT be required to remain on the cot or mat.
- Quiet activities are available until all other children get up.
- When children are up, staff tends to cots and mats as directed by CDLC policy.

- Naps and rest must be provided in a quiet area that is physically separated from children who are engaged in activity that will disrupt a napping or resting child.
- Children's heads are uncovered when sleeping.
- At all times, program staff remain alert to supervise children sleeping. Lighting will be sufficient to ensure that children can be seen by supervising staff.
- Staff members sit or lie next to children. Staff members rub the children's backs and comfort them to help them rest.
- Pre-school children nap with shoes on in case of emergency evacuation.
- Cots must be placed so there are clear aisles and unimpeded access for both adults and children on at least one side of each piece of napping and resting equipment.
- Cots must be placed directly on the floor and must not be stacked when not in use.
- Individual cots and mats are disinfected after each use.
- Blankets must be provided by parents/guardians at the beginning of each week. They will be sent home at the end of each week to be washed and returned.

Toileting

Bathroom Policy and Assistance Permission

Fully potty trained generally means a child can reliably use the toilet for both urination and bowel movements, without needing assistance or reminders, and typically without accidents during the day. This usually includes the ability to communicate the need to go to the toilet, handle their own clothing for toileting, and clean themselves afterward. If there are medical conditions that prevent independent toileting, parents are to discuss this with the Director.

While our policy is that children must be fully potty trained and 100% independent in the bathroom, we understand that there are things out of the child's control. With signed permission, CDLC staff will be able to assist children in the bathroom, if needed. Children will be changed/assisted in the bathroom up to 2 times in one day for no fee. Any additional changes will result in a \$25 fee for each change. If a child needs to be consistently changed, the Director will reach out to assess the situation. Please let us know if there are any medical or other special circumstances that may be affecting your child's bathroom needs.

The following toileting procedures and practices have been developed by our health consultant.

- Children who are toilet learning will only be changed in the shower room or bathroom. Detailed diaper changing procedures will be posted in the shower room and bathroom and adhered to.
- Children will use flush toilets.

- Bathrooms are cleaned daily. Toilets and seats are washed with soap and water and disinfected when soiled or at least daily.
- Toilet paper, liquid hand soap, facial tissues and single use paper towels are provided and accessible to children.
- Children's hands are washed with soap and water after toileting. Staff will monitor children and assist a child who needs help with written permission from parents/guardians.
- Children younger than school age are within sight and sound while using the bathroom. When a single school age child uses the restroom within CDLC, supervision occurs when a staff person has knowledge of the child's activity and location and checks on the child at least every five minutes. When a school age child uses the restroom outside of CDLC, including on field trips, supervision occurs when staff accompany children to the restroom.

Personal Hygiene

Your child is encouraged to develop independent habits for personal hygiene such as washing hands when arriving at school, before snacks and after toileting. We try to help children gain an appreciation and a feeling of responsibility for personal cleanliness and neatness.

Sunscreen

Parents should apply sunscreen before sending their child to school. CDLC staff will apply sunscreen before going outside in the afternoon for any all-day students who supply sunscreen and provided written permission.

Safety Information

Safety

We inspect our school area and playground to make sure all areas are free of hazards and safe for children.

Outdoor Play

CDLC believes that it is important for the children to play outdoors daily, weather permitting. We will be going outside every day possible. Be sure to send your child in play clothes, appropriate shoes and a warm jacket, hat and mittens when needed.

Children do not play outdoors when:

It is below 20 degrees, regular temperature, or wind chill

It is above 90 degrees heat index

When it is determined that air quality has become dangerous to young children

If determined necessary by the teacher's communication about their plans for their outdoor time will be sent out through Procure.

Physical Activity

Students enrolled in a two and a half hour session will receive 30 minutes of large motor movement each day. Students who are enrolled in the full day program will receive 60 minutes of large motor movement. Movement will be a combination of teacher directed and self-directed activities. Decided by the teacher considering the motor curriculum and needs of the students. Teachers will encourage physical activity throughout the day. The loss of long periods of physical activity will not be used to manage challenging behaviors. When planning student activities teachers will try to minimize student sitting time to less than 15 minutes at one time.

Accidental Injury

Minor bumps and scrapes are an everyday part of your child exploring and learning through experience. Minor injuries sustained at preschool are recorded in Procure where an incident report will be generated and sent to the parents with a signature request. If your child is injured in our care, our first step is to administer first aid. A first aid kit is available in the office, in the hallway as well as by the playground. The most common treatment given is ice on bumps, soap and water cleansing and a bandage on a minor wound. In case of accidental injury, we will make an immediate attempt to contact a parent or guardian; attempt to contact the child's physician or attempt to contact parents/guardians through the emergency numbers you have listed. Depending on the injury, we will contact parents/guardians by phone, note or in person. If necessary, we will also call an ambulance to take the child to the emergency center at M Health Fairview Ridges Hospital. Until the arrival of a parent, physician, or ambulance, the director, office manager, or teacher will accompany the child to the medical facility. All staff are certified in First Aid and CPR. An AED is located in the building and all CDLC staff are trained in the proper use of an AED.

Neither CDLC nor Prince of Peace Lutheran Church covers your child for medical insurance. This coverage is up to each family to provide for the child. Prince of Peace holds liability insurance coverage for CDLC. Each child must have a signed emergency release form and a signed tuition policy agreement form in his file.

Security

CDLC takes security very seriously.

All CDLC staff members wear CDLC ID's.

Children are released only to adults approved by parents/guardians.

The front door and playground will be locked during school hours for our student's safety.

Emergency Procedures

Our staff and children will practice fire, tornado, and lockdown drills in conjunction with their regular routines. Emergency supplies are kept on site.

Parent/Child Reunification

Circumstances may occur at CDLC that would require pick up of children in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, hazmat or if a crisis occurs at CDLC. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Reunification will occur at Ebenezer Ridges Child Care, 13810 Community Drive, Burnsville. Parents may be notified in multiple ways. CDLC will use text message, Procare alert and KSTP Channel 5 school alert. A reunification message may look something like this: "CDLC has closed, please pick up your child at the Ebenezer Ridges Child Care. Bring your photo ID."

Pick Up Expectations - If you are notified that a controlled release and reunification is needed, there are some expectations that you should be aware of. First, bring a photo ID. That will streamline things during reunification. Second, be patient. Reunification is a process that protects the safety of the child.

If CDLC and the Ebenezer Ridges Child Care both have to be evacuated the meeting place will be communicated via text, Procare alert and KSTP Channel 5 school alert. Reunification procedure will be the same.

Closings

CDLC will close only under three circumstances: when ISD 196 (Rosemount-Apple Valley-Eagan RAVE) closes, when Prince of Peace Lutheran Church is closed and when all teaching staff is absent to attend professional development.

Cancellation of Classes Due to Weather or Other Emergencies

If severe weather causes school closings, CDLC will be closed for the entire day. If severe weather causes a late start, AM sessions will be cancelled while all day and PM sessions will begin at 12:45pm.

CDLC may provide makeup days if more than 5 school days are missed in a school year because of weather cancellations. If a student misses more than 5 school days because of weather cancellations, they are eligible to attend a makeup day(s) for days in excess of 5 missed that may be added to the end of the school year. CDLC may, at its discretion, offer a tuition refund in lieu of providing a makeup day.

The decision to close the Prince of Peace/CDLC campus is made by the CDLC director or Prince of Peace Executive team as appropriate. Any decision to close CDLC or cancel classes or events will be announced, if possible, before 8:00am for the day of classes and events.

In case of emergencies other than severe weather, i.e. building maintenance problems or special circumstances affecting a majority of our staff, announcements will be sent out.

Closing Procedure

- All school text will be sent to CDLC families
- School Alert on Channel 5 KSTP & Channel 11
- Procare app alert
- Facebook

Parent Supervision

Children are expected to be with parents/guardians prior to drop off and after pickup. We want to ensure safe entry and exit from the building for everyone. Children are to be always supervised in the building or outside. If you are waiting for class to begin or are visiting with other parents, children are to be within your sight.

CDLC Access and Parking

Access to CDLC is from the North parking lot of Prince of Peace Lutheran Church.

We expect our parents and children to demonstrate safe behaviors in the parking lot. Drop-off and pick-up times can be very hectic making the parking lot a dangerous situation. Children should not

be allowed to run in the parking lot, and they must be accompanied by an adult at all times. If you have a long wait in the parking lot, please turn off your car.

Pick Up and Drop Off

Have your child ready to get out of the car, coat on and seat belt off with “Have a great day!” and hugs and kisses given. Please have your child’s car seat situated on the passenger side of the car. This keeps children safer as we do not want children walking between cars. Siblings should not be left in cars while parents walk in to drop off or pick up children. At pick up time, please pull ahead out of the pickup line to buckle your child into their car seat. This will help keep the line moving smoothly. If you are not comfortable pulling ahead to buckle your child, you are more than welcome to park and walk up to the door to pick them up there. Please pass along this information to anyone who may be picking up your child as you will be asked to park and walk up to the door to pick up your child moving forward if the line is stopped for buckling children in. Thank you for helping us keep pick up and drop off safe for everyone, it is greatly appreciated.

Pick Up and Drop Off is at the playground entrance.

AM

AM Drop Off is from 8:45-9:00am - Staff will begin escorting children into the building at 8:45am and promptly go inside at 9:00am. It is important that our teachers and students are with their classes for their full session. Children arriving after 9:00am must be escorted to the door by a parent/guardian where they will be brought to their class.

AM Pick Up is from 11:30-11:45am - Staff will begin escorting children to their vehicles at 11:30am and promptly go inside at 11:45am. Any children still waiting to be picked up after 11:45am must be picked up inside the office by a parent/guardian. There will be a fee for any pickups after 12:00pm and procedures for Abandoned Child Policy will take effect.

PM

PM Drop Off is from 3:15-3:30pm - Staff will begin escorting children to their vehicles at 3:15pm and promptly go inside at 3:30pm. Any children still waiting to be picked up after 3:30pm must be picked up in the PAC area, located in Prince of Peace Child Care. There will be a fee for any pickups after 3:45pm and procedures for Abandoned Child Policy will take effect.

Authorized Pickup Procedure

For your child's safety, no unauthorized person will be allowed to pick him/her up from CDLC, be sure to write a note (this is preferred) or call if your child is to be picked up by someone other than you. We will ask anyone we do not recognize for a picture ID. If we are not informed of an unauthorized person picking up your child, we will try to contact you or your emergency contacts. We will not release the child until contact has been made with parent/guardian.

Abandoned Child Policy

It is important that you be prompt in picking up your child. Not only does your child need the assurance that you will be on time, but our teachers must clean up and prepare for their next class or the building must be shut down for the day. A fee of \$5 per 15 minutes will be due at the time of the late pick-up. However, exceptions may occasionally be made in emergency situations. *Please contact the school if you are going to be late picking up your child.* Be sure to always keep the school's phone number with you.

CDLC will follow these procedures when a child is not picked up:

- Attempt to contact the parent(s) and/or guardians by call, text and Procure
- Attempt to contact all other persons listed as emergency contacts
- Dial 911 to alert authorities if more than 60 minutes has passed and no contact has been made with parents/guardians or emergency contacts.
- Staff will at no time transport children

More for Parents to Know

Children with Special Needs

CDLC does enroll children with special needs (a generally recognized and persistent physical, mental, or emotional disability) whenever feasible for the child and the center. In these cases, an appropriate statement from the child's physician or professional referring agency must be submitted. If a child currently enrolled develops signs of special needs, center staff will recommend available resources to parents for the diagnosis of the condition. CDLC will work with the parent to implement therapies to the best of the CDLC's abilities. In the unlikely event the CDLC can no longer adequately meet the individual needs of the child; the director will set a date for termination of center services and will offer the parent information about alternative resources.

Services Referral Policy

The policy applies to license holders, individuals, employees, subcontractors, volunteers and parents/guardians of Child Development and Learning Center.

REVIEWED: 01/08/2025

Purpose

To ensure that children with special needs receive the appropriate support and services to foster their development and well-being.

Policy Statement

At Child Development and Learning Center we are committed to providing an inclusive environment for all children as we can within our limits of staffing and qualifications. When teachers identify that a child may benefit from additional support, we request that parents/guardians contact their local school district for appropriate services.

Procedures

1. Identification:
 - a. Teachers will observe and assess children regularly. If a child demonstrates signs that may indicate the need for special services, teachers will discuss their observations with parents/guardians.
2. Communication with Parents/Guardians:
 - a. Teachers will communicate any concerns with parents/guardians in a timely and respectful manner, providing specific examples of observations.
 - b. Teachers will recommend that parents/guardians reach out to their local school district to inquire about available services and support for their child.
3. Support in Referral Process:
 - a. Child Development and Learning Center will provide parents/guardians with information on how to contact their local school district and the steps to take for accessing special needs services.
 - b. Teachers and staff will be available to support parents/guardians during this process, answering questions and providing guidance as needed.
4. Follow-Up:

- a. After the referral has been made, teachers will follow up with parents/guardians to ensure they have received the necessary support and to discuss any further observations or concerns.
- b. An internal assessment will be made as to whether Child Development and Learning Center can meet the needs of the child while continuing to offer quality instruction and care to the class as a whole.

Expectations of Parents/Guardians

Parents/Guardians understand that a referral for services is made with the best intentions of supporting the family and child. Parents/Guardians are expected to follow through on a plan to connect with district services or private professional providers.

Conclusion

We believe that collaboration between parents/guardians, teachers and local districts is essential for the success of children with special needs. By working together, we can help ensure that every child receives the services they need to thrive.

By enrolling in Child Development and Learning Center, parents/guardians understand that there may be situations where we are unable to meet the needs of a child and therefore separation of services will be necessary. This may happen at any time during the evaluation process but not without proper documentation or escalating steps taken.

Policy Review Date: 01/08/2026

This policy will be reviewed annually and updated as necessary.

Clothing

Because your child will be participating in a variety of active and creative play experiences, we kindly ask that you send them to school in **comfortable play clothes**. This allows your child to fully engage without worry—and saves you frustration if art materials don't completely wash out of a favorite outfit.

We also ask that you **label all outer clothing**. This makes it much easier at dismissal time—especially when trying to identify which size 3 blue windbreaker belongs to whom!

Outdoor Play Guidelines:

- **Winter:** If the temperature or wind chill is **above 20°F**, the children will be going outside. Please dress your child accordingly with hats, mittens, boots, and warm coats.

- If it's **below 20°F**, the children will remain indoors. To keep them moving, we've built an **extensive motor skills development program** into our curriculum.
- **Warmer Months:** If the **heat index exceeds 90°F**, children will also stay inside and enjoy our motor skills program in a safe, cool environment.

Our walkways will be **shoveled and sanded** during the winter months to ensure your child can safely get from your car to the building.

School Pet

CDLC does not currently have a pet.

Holidays

Days that CDLC is not in session are indicated on the school calendar. Adjustments are not made in tuition for absences including illness or family vacations.

Volunteering and Visitation

Parents are always welcome to visit our classrooms! We love having you involved, and our Parent Volunteer Program offers a wonderful opportunity to engage more deeply in your child's preschool experience. For more information, please contact your child's teacher or the school office.

To ensure the safety of all our students, we kindly ask that all visitors—including parents—sign in at the office upon arrival and wear a visitor tag during your time in the building.

For security purposes, we ask that you leave personal belongings such as purses and coats in the office area.

When visiting your child's classroom, please make alternate arrangements for toddlers or non-enrolled preschoolers. This allows you to focus fully on your preschooler and helps minimize distractions in the learning environment.

Field Trips

Children at CDLC will not be taken on any bussed field trips but will participate in walking field trips on our campus during the school year. We also have many special interest people to come and share their skills and talents with the children.

Communications

Procare

Procare is our primary means of communication with you. We strive to keep parents up-to-date and thoroughly informed about preschool events, curriculum, safety issues, contact information and much more with weekly highlights. At the same time, we try to be environmentally responsible by limiting the amount of paper copies we make and distribute.

We also encourage parents to contact the school, the director, or your child's teacher at any time for informal conferencing. If you call during school hours, a message will be taken for your child's teacher to return your call. During school, their first responsibility is to the children.

Parent-Teacher Conferences

There will be two formal conferences scheduled. The first, in the fall, will inform you as to your child's adjustment to school and set learning goals. The second conference, in the spring, will be a comprehensive evaluation as to your child's progress throughout the school year, cognitively, physically, socially, and emotionally.

Children will not attend school on those days. Childcare is provided for free and we ask that all children go to Childcare so teachers can give you their full attention during your conference.

Confidentiality

All information obtained regarding any center family/child(ren) is considered confidential. All parents/guardians may gain access to their child's information by either asking the teacher, office manager or director. All information compiled during screenings and assessment will be used to promote the healthy developmental growth of the child. No information can be shared with an outside agency without written consent from the legal guardian. On request, the Regulatory authorities (MN Department of Human Services & NAEYC authorized assessor) of CDLC will have access to our confidential materials.

Newsletter and Weekly Highlights

A monthly newsletter will be distributed via Procare at the beginning of each month. This will list and explain all upcoming school events and important information. Newsletters will also be posted to our website. Weekly Highlights will be sent out on Procare and on our Facebook page.

Website – www.cdldapreschool.org

The CDLC website is designed to both inform the public about our preschool and to provide you with current preschool information. On the website, you will find the monthly newsletter, school year calendar and other information.

Contacting Us

A message on Procure is the fastest way to forward any information to us. Our priority is always the children. For this reason, we may not always be available to answer the phone. If you call the office and no one answers, please leave a message and we will get back to you as soon as possible.

CDLC Office Phone: 952-435-8105

CDLC Fax Line: 952-898-9379

Kim Swanson kswanson@popmn.org

How can I help my child succeed in school?

- ♥ Read every day! Take turns at reading to your child and having your child read to you, asking questions to promote comprehension skills.
- ♥ Be positive, speaking well of school and learning. Encourage your child to talk about the fun things they have done or are going to do at school.
- ♥ Create a consistent after-school routine including mealtimes, homework time and play time (creating a visual display of this for your child can be very beneficial.)
- ♥ Ensure your child is getting plenty of sleep on a school night, so they are fresh for school in the morning.
- ♥ Encourage your child in all aspects of academics, praising them both in their success and their efforts.
- ♥ Teach your child to be responsible for their actions, encouraging them to take responsibility for getting ready.
- ♥ Stay involved! If interested inquire about volunteering at the school or about ways to support your child's learning at home.
- ♥ Communicate! Keep in regular contact with your child's teacher.

All CDLC staff members are mandated reporters. We will report all suspected sexual abuse, neglect, physical maltreatment, and threatened injuries to the local Child Protection Agency, 952-891-7459

Maltreatment of Minors Mandated Reporting

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. 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 9-1-1.
- 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 952-891-7459 or local law enforcement at 911.

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 Kim Swanson. If this individual is involved in the alleged or suspected maltreatment, Lauren Rathke 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