



ALL SAINTS

Preschool and Child Care

Full-day Program Family Handbook

Updated August 2020

****Please note any COVID-19 pandemic specific changes will be in green. When the pandemic concludes and we are safe to return to regular practices, we will revert to our other policies and practices as noted in this handbook.**

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Mission Statement, Goals, and Philosophy

Mission Statement: *All Saints Preschool and Child Care (ASPCC) seeks to provide exceptional early childhood education in a safe, nurturing Christian environment.*

Goals and Objectives:

- Each child will be provided with creative, innovative, and varied learning opportunities that facilitate his or her social, emotional, intellectual, physical, and spiritual development.
- Staff will develop and maintain supportive relationships with children and their families. Staff will understand the unique needs and abilities of each child and to better partner with families in ensuring each child's successful development.
- The program will hire, develop and maintain qualified and nurturing staff who support the program's mission and goals while maintaining the highest ethical and professional standards and practices.
- At All Saints Preschool and Child Care, families will find a culturally inclusive and supportive setting that is responsive to their family perspectives and cultural traditions.
- Children will receive high quality care and education in exchange for a reasonable rate of tuition. We will offer tuition assistance as needed and as available, and we will work to provide opportunities to support at-risk children.

These goals are reviewed annually by the program director, steering committee and staff and measured through reflection on student progress and family and staff feedback.

Educational Philosophy

At All Saints Preschool and Child Care we believe that children learn best through a combination of child-directed and teacher-directed hands-on experiences that match children's interests and abilities. We take into account family perspectives, culture, and traditions when planning activities and the environment. Through strong relationships with children and families, we encourage each child to develop his or her own unique personality and gifts.

Administrative Information

All Saints Preschool and Child Care is a non-profit ministry of All Saints Lutheran Church. Children are enrolled regardless of race, culture, ethnic or national origin, religion or gender. The Minnesota Department of Human Services licenses ASPCC as two programs: the full-day program is licensed as **All Saints Child Care Center** and the half-day program is licensed as **All Saints Preschool**.

Curriculum

All Saints Preschool and Child Care uses ***The Creative Curriculum for Preschool*** and ***The Creative Curriculum for Infants, Toddlers and Twos***, as the foundation and framework which includes research based goals and objectives to guide teachers in planning activities that are age and developmentally appropriate. The curricula are carefully planned in the following areas:

Social-Emotional Development: Young children's social-emotional development involves learning how to understand their own and other's feelings, regulating and expressing their emotions appropriately, building relationships with others, and interacting in groups.

Physical Development: Physical Development includes children's gross-motor (large muscle) and fine motor (small muscle) skills. Motor development progresses from simple to complex and from head to toe. Children have many opportunities to practice their gross motor skills by pulling, climbing, running, kicking, throwing, jumping, and balancing and their fine motor skills by cutting, drawing, writing, grasping, and manipulating objects.

Language Development: Children use language to communicate their needs, think, and solve problems. The adults in children's lives are role models and are very important in helping children develop a strong foundation in language. Teachers influence language development by modeling appropriate communication skills, creating print-rich environments and providing activities in speaking, singing, listening, reading and writing. The opportunities children have for dramatic play and conversation with classmates also expand their language development.

Cognitive Development: Cognitive or intellectual development, includes the child's approach to learning and his or her ability to remember and connect experiences. Children have varied opportunities to expand attention skills and practice persistence and problem solving. Activities are designed to encourage curiosity, recognition and recall, and connection skills. Children practice classifying by observing similarities and differences of objects and in the world around them, and also symbolic and abstract thinking through imaginative play.

Literacy: During the early childhood years, children engage in emergent reading and writing behaviors that form the foundation for conventional literacy. Children explore letter recognition and sounds, books and other print, beginning writing skills and expand vocabulary and comprehension.

Mathematics: First-hand exploration of everyday materials is important for learning mathematics. Children practice counting, number recognition, identifying shapes, patterns and relationships, measuring, simple fractions, sorting and problem solving.

Science and Technology: Science content during the early years focuses on living things, physical properties of materials and objects, and the Earth's environment and how we can care for it. Young children are natural investigators. They are curious about how things work and what will happen next. Hands-on, inquiry-based experiences are an appropriate way for children to learn science content, the basic use of scientific tools and technology. Science experiences also promote process skills like classifying, measuring, and communicating. Children explore cause and effect and learn about various life-cycles, the human body, seasons and weather among other topics.

Social Studies: When young children explore social studies, they learn how to be researchers, critical thinkers, and active members of the classroom community. Teachers build upon children's interests and use them to introduce children to places, traditions and cultures. In-house and off-site field trips expand children's understanding of the greater community.

The Arts: Children express themselves through the visual arts, music, dance, movement, and drama. In addition to using the arts to create, children can also develop an awareness and appreciation of art. Children's experiences with visual arts emphasize process over product and include exposure to a variety of media, including: painting with and on various materials; drawing with pencils, crayons, chalk, and markers; creating collages; cutting; gluing; print making; exploring textures; sculpting; and manipulating clay and dough. We also expose the children to various art masters and try out their techniques.

Music and Dance experiences offer opportunities for listening, singing, and creating. Music activities help children develop auditory discrimination; increase the range of flexibility in their voices. Dancing enhances physical development, coordination, and body awareness. Through singing, instruments, rhyme, rhythm, finger plays, dance, creative movement and listening to various types of music, the children also learn vocabulary, language skills, coordination and emotional expression.

Drama can take many forms, such as role playing, puppetry and acting out stories. Children identify themselves with people or things with which they have had first-hand experiences with such as moms, dads, firefighters, shopkeepers, etc. Areas for housekeeping, family role-playing, various props and dress-up clothes, and other role playing activities provide opportunities for interaction and communication, open-ended play and cognitive growth.

English Language Acquisition: We seek to help English Language Learners progress in listening, speaking and comprehension of English. We do this in many ways, for example, through role-play, visual and picture cues, books, music, sign language, and conversation. We expose all of our children to different languages and cultures throughout our curriculum.

At All Saints Preschool and Child Care we believe that children learn best through hands-on play-based experiences. Ask to see our handout, *What Does Your Child Learn from Play*.

Assessment

Goals and Methods

Assessment of children's progress and development is an on-going process that continues throughout the school year. We do assessment to:

- Monitor and describe children's developmental progress
- Identify children's interests and needs
- Guide and improve curriculum planning and decision making
- Report to and communicate with parents or legal guardians
- Identify children who might benefit from special services and to encourage and assist in referral to trained professionals as needed
- Guide program improvement

We use the research-based "Goals and Objectives" developed by the *Creative Curriculum* © as the goals and objectives of our program. We assess and measure children's progress along those goals and objectives using the "Progressions of Development and Learning" continuum developed for the Teaching Strategies Gold Assessment System.

How Children Are Assessed

Assessment is part of our daily routine, and most often accomplished through integration into daily activities and current units of study. Children are assessed by staff they are familiar and comfortable with, in the classroom settings that they know, and in ways they understand. We use informal assessment methods including observations, checklists, and collecting samples of children's work.

Teachers work with families as needed to determine what assessment methods might work best for their child or how to adapt approaches for success. Parents are encouraged to ask questions about the assessment process and about how results are interpreted. Teaching staff are trained annually in assessment methods, how to integrate assessment into daily activities and current units of study, and how to interpret results to guide future learning.

Sharing Information with Families

Teachers share assessment results informally with families at drop-off and pick-up times, and through notes home, emails, and phone calls. Additionally, teachers exchange information with families about their child's progress and goals for future learning during the:

- Fall and Spring Parent-Teacher Conferences which include written documentation
- Winter and Summer Phone Check-in Conference

- New Classroom Orientation – When children transition from one class to another

Communication with families about their child's assessment is sensitive to family values, culture, identity, and home language.

All staff are trained on Curriculum and Assessment at orientation and annually thereafter to maintain the highest level of skill with the assessment tools and techniques.

Confidentiality

Assessment data is considered confidential and shared only with the families and/or legal guardians of individual children and the staff working directly with them. Written consent from parents or legal guardians is required in order to share the information with anyone else who may be working with the child. Children's files are kept in a locked cabinet.

Early Childhood Screening

In Minnesota, children are required to have early childhood screening before they enter kindergarten. Early childhood screening is offered in the school district where your family resides. It is a free developmental check-up and is recommended to be completed between the ages of 3 ½ and 4. The purpose of screening is to identify any needs that may require attention before your child enters kindergarten. School districts typically invite families to participate by mail. Please let the director or your child's teacher know if you need information about contacting your local district's screening program.

Registration and Enrollment

General Process

- Registration for the Full-day Program is open year round as enrollment allows. Student's longevity at the center is considered when enrolling.
- A deposit equal to one week of tuition is due to hold a spot for a child starting more than 30 days in the future. This deposit is applied to the tuition due when a child starts in the program. A \$75 one-time registration fee is due upon enrollment.
- Tuition is due every Monday covering the current week.

Forms Required for Enrollment

1. Registration Form: This form provides basic contact information and general developmental indicators that will help staff work more effectively with your child. Parents/legal guardians have the responsibility to inform the program if their child has any special medical conditions, including allergies, dietary modifications, or special developmental needs so that we can provide appropriate care and support. (See below)
2. Emergency Card: (2 copies, one for the office and one for the classroom) This form is due on or before the first full day enrolled. A parent/legal guardian will be asked to sign an emergency form which includes the source of medical and dental care, persons to contact in case of emergency, and medical and dental insurance information. This form also grants the program permission to seek emergency care for your child.
3. Health History Form: This form is due by the end of your child's transition week. An updated form will be required each time your child changes age groups.
4. Topical Ointment Form: This form is due at the end of your child's transition week and updated annually. This form gives the staff permission for sunscreen, diaper wipes, diaper cream, lotion, lip balm, and hand sanitizer.
5. Calling Chain Contact Numbers Form: This form is due by the end of your child's transition week. This form lists the contact numbers in the order you would like them called in the case of an emergency. ***Please be sure update the office with any changes of information.***
6. Emergency Contact Information Card: (2 copies, one for the office and one for the classroom) This form is due by the end of your child's transition week. This form lists phone numbers for persons other than the parents/guardians who are authorized to pick up the child, and will be contacted if the parents/guardians are unreachable during an emergency.
7. Tuition Agreement: This form is due by the end of your child's transition week. This form is the agreement for tuition in exchange for care and education at ASPCC. This

agreement specifies the parent/guardian's responsibility to adhere to policies and procedures.

8. Growing with Music and My Gym Permission: This form grants or denies participation for a child in special classes in exchange for an additional fee.

9. Photo Permission: This form is due by the end of your child's transition week. This form gives or denies permission for photos of your child to be used in our school, church and/or in any of the marketing materials at ASPCC.

10. New Student Information: This form is due by the end of your child's transition week. This form provides teachers and staff with general information about how to care for your child and make the transition to school as smooth as possible.

11. Immunization Record: A current immunization record is due upon enrollment. This record must list dates (month, day, and year) of immunizations your child has received. Any immunizations you conscientiously object to must be noted and your signature notarized. The record should be updated when your child receives additional immunizations. **PLEASE NOTE: Unimmunized children will be excluded from the program if an active case of an illness that can be immunized against is reported.** The need for and length of the exclusion will be determined by the MN Department of Health.

12. Health Care Summary: This form is due by the end of your child's first month at school and must be signed by your child's health care provider based on the most recent physical exam. An updated form is required if there are changes to your child's general health. Staff will contact families to determine how to support any health concerns.

13. Parent Volunteer Form: This form is to understand any talents or skills you may want to use to help our school. From time to time we may have a small sewing project, repair item, field trip, or committee that could use your help.

*****PLEASE INFORM THE DIRECTOR OF ANY CHANGES TO THESE FORMS*****

Children with Special Health or Developmental Needs

If you have a child with identified special health or developmental needs, please discuss these needs with the director prior to enrollment so we can determine how and/or if ASPCC can meet your child's care and/or educational needs. (Examples might include food allergies, vision or hearing challenges, developmental delays, sensory processing disorders, or autism.)

If a special health or developmental need surfaces after enrollment, staff and parents will work together to form an action plan that may include classroom and at home accommodations and/or outside assessment. If an IEP (Individualized Education Program) is developed with the local school district, or a diagnosis is made by a private practitioner, a copy should be provided to ASPCC. At this time the director will work with staff and parents to determine if ASPCC can reasonably accommodate those needs within our program. If so, an ICCP (Individualized Child Care Plan) will be developed to guide staff and families in

how to best support the child. If needed, this plan will include specific drop-off and pick up procedures for the child.

Under the federal IDEA (Individuals with Disabilities Education Act) special education law, we as child care providers are considered a primary referral source for early childhood intervention. 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 no more than 7 days after identification. While this is a mandate, we want to keep open communication with caregivers about their child and any concerns before the referral is made. We can also assist you with the referral or partner with you in the referral process.

In the case of special health needs—for example allergies, asthma, diabetes, or seizures—an updated Health Care Summary form is required. The director will work with staff, families, and ASPCC's health consultant to determine if ASPCC can reasonably accommodate the child's health care needs within our program. If so, parents will be informed about any required forms that are needed, and staff will be trained in any special procedures that need to be followed.

If your child has any known allergies, special eating, or nutritional needs, we must obtain this information before enrollment. An individual child care plan will be developed with the parents and physician. The plan will be kept in the child's file, and must be updated at least annually or following any changes made to allergy-related information. All staff will be informed of food allergies, and the information will be posted where children eat and in the food preparation area. In the case of exposure or allergic reaction that requires medication or medical attention, the child's parent or legal guardian will be contacted as soon as possible. Emergency medical services are always called when epinephrine is administered to a child in the center's care

If it is determined that ASPCC cannot meet the child's care and/or educational needs, the director will work with the family to find appropriate and available programming.

English Language Learners and Their Families

If your child's home language is other than English, please inform the director personally or on the Enrollment Form. ASPCC strongly encourages the development of your child's home language. We support the importance of your child knowing more than one language and the cognitive value of maintaining and preserving your child's home language. While ASPCC classes are generally taught in English, staff use many non-verbal forms of communication to support learning. Your child's teacher will work with you to determine your child's understanding of English, the best forms of instruction for your child, and may ask for your support in the teaching and assessment of your child. We may work with volunteers who are fluent in your home language to help your child adapt and succeed at All Saints.

Receiving Materials in a Language Other Than English

Please inform the director if you require any school communication materials in another language. If needed, staff will work with you to identify translation or interpretation resources.

Reporting Absences

Please inform us whenever a child will be absent for any reason. If your child is ill, please report the nature of the illness including symptoms. Communicable diseases must be reported so that parents of other children can be made confidentially aware of possible exposure. The Department of Health also requires that certain illnesses be reported to them in a timely manner. See the Health and Safety Section for more information.

****Children or household members exhibiting symptoms of COVID-19 including: new onset of cough or shortness of breath by themselves, or at least 2 of the following: fever (100.0 or above), chills, muscle pain, sore throat, fatigue, congestion, loss of sense of smell or taste or gastrointestinal symptoms of diarrhea, vomiting, or nausea should stay home. Please follow the Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs. This can be found online at:**

<https://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf>

Publicity and Research Policy

Written permission from parents will be received before allowing any photography or interviewing of the children at All Saints Preschool and Child Care for publicity or research purposes.

Hours of Operation & General Information

Licensing Details

All Saints Preschool and Child Care is licensed by the Minnesota Department of Human services. Our full day program is licensed to serve up to 57 children. MN DHS may be reached at 651-431-6500 or www.mn.gov/dhs.

Parents are welcome to visit All Saints Preschool & Child Care at any time during hours of operation. ****During the COVID-19 pandemic we are asking families to visit outside the building to help mitigate the spread of COVID-19.**

Hours of Operation

- All Saints Preschool and Child Care Full-day Program may serve a maximum of 57 children ranging in age from 6 weeks up to kindergarten.
- ASPCC operates from 7:00 am–5:45 pm, Monday through Friday, throughout the full calendar year. ****During the COVID-19 pandemic, the hours of operation may vary.**

Holidays

The full-day program follows an annual calendar, with pre-determined closing dates. The full-day program will be closed on:

New Year's Day	Labor Day
President's Day	Thanksgiving Day
Good Friday	Friday following Thanksgiving Day
Monday after Easter	Christmas Eve Day
Memorial Day	Christmas Day
Independence Day	New Year's Eve (3pm close if on a week day)

- Floating Holiday (or two, varying annually)
- Early Childhood Conference (to be scheduled annually)
- Staff Workshop Days (two days in August each year)

If a holiday falls on a weekend day, an alternate closing day will be scheduled. A full calendar listing the year's holidays and closings will be available each fall for families.

Class Ages and Teacher-to-Child Ratios

Class	Ages	Teachers: Students	Max Class Size
Infants	6 wks - 16 Mos	1:3	8
Toddlers	16 Mos - ~27 Mos	1:5	10
Young Pre	~27 Mos - ~39 Mos	1:6	18
Preschool	~39 Mos - Kindergarten	1:10	19

Weather Conditions and Closing

Winter Weather: Minnesota winters occasionally bring storms which make travel very hazardous. ASPCC will close when the Minnetonka School District #276 closes their schools. For closure information, please check the Brightwheel App. We will not contact each family, it will be your responsibility to check the app for up to date information. There may be unique circumstances when the Directors make a decision separate from the school district to close for the day or to close early due to weather. In that case, we will notify you via the Brightwheel App, and if we are currently in session and closing early, we will contact families by phone as well. Any children in the program will be kept inside and staff will remain with them until everyone has been picked up. Adequate food and water is always available for the children during these circumstances.

Tornadoes: Tornado drills are practiced every month, April through September. In the event of a tornado, all children will be taken to the tornado shelter located in the choir room on the west side of the church basement. No one will leave the shelter until the all clear is given.

Pandemics and School Closure

We will work with state and local government disaster planning agencies working to prepare for or react to emergencies presented by a pandemic outbreak. In the event school would have to close for two weeks or less due to an emergency or pandemic, parents will be notified. Tuition will not be reimbursed for short-term closures or exclusion periods of two weeks or less. In the event of a more lengthy closure the Steering Committee will determine tuition policies.

****See the All Saints Preschool & Child Care COVID-19 Preparedness Plan for more information.**

Pets

The half-day program at All Saints has a hamster named "Snickers." From time to time, our children may visit his cage to see him, but the children never handle the animal.

Due to allergies and safety, any pet visits to the school must be approved by the Director, and if approved, will be held outside. Family pets are not allowed in the building.

Sample Daily Schedule

7:00 – 8:15	Arrival/Open Learning Centers
8:15 – 8:45	Breakfast/Bathroom & Diapers
8:45 – 9:15	Small Group Activities
9:15 – 9:35	Art
9:35 – 9:55	Circle time
9:55 – 10:05	Morning Snack
10:05 – 10:35	Large Motor Activities (Indoor/Outdoor)
10:35 – 11:45	Open Learning Centers
11:45 – 12:30	Lunch
12:30 – 1:00	Quiet Activities/ Bathroom & Diapers
1:00 – 3:00	Nap/Rest
3:00 – 3:15	Bathroom & Diapers
3:15 – 3:35	Afternoon Snack
3:35 – 4:00	Afternoon Learning Activity
4:00 – 4:45	Large Motor Activities
4:45 – 5:45	Open Learning Centers

Intentional transitions are planned into the day. The exact schedule will vary from class to class and could change based on the children's needs and special events.

Arrival and Departure

Parents are responsible for transporting their child to and from ASPCC or arranging for transportation.

Parking Lot Safety Procedures

We ask that special care and caution be practiced in our parking lot. Please drive slowly at all times, watching for children and others. Park in the lot and hold children's hands as you walk in and out of the building. We encourage all families to observe caution when leaving their vehicle unattended to drop of their child/children. Lock your vehicle and do not leave valuables out in the open. Also, please avoid idling of your vehicle to decrease the amount of harmful exhaust in the parking lot area. **To avoid dangerous distractions,** we ask that you do not use cell phones as you are driving in and out of the parking lot **or escorting children in and out of the building.** The Southeast doors will be unlocked for access to our program throughout the day. Office staff and classroom teachers monitor our entrance for people who do not belong in our program area. The doors near the kitchen will remain locked, as we have no one available regularly to monitor this entrance.

Drop-off Procedures

**During the COVID-19 pandemic students will be dropped off curb-side. This procedure will work one of two ways:

1. Good weather drop-off: Pull your vehicle up to the curb near the check in cart. A staff person will hand you the sign in clip board with the daily sign-in sheet and a health status check list for your child. A staff member will then come to take your child's temperature and take your child out of the vehicle. They will then escort them to their classroom where they will immediately have their hands washed.
2. Inclement Weather drop-off: An adult with a face mask should escort the child to our entryway. Our cart will be under the overhang with the sign-in sheets. A staff member will be waiting in the vestibule to take your child's temperature and take them in to wash hands and to their class. This saves our staff from waiting outside in rainy or too cold weather.

+Please note that our Half-Day Preschool program will be doing curbside drop-off and pick-up as well. They will have around 60 families visiting each day between 8:45 am - 9:00 am and again between 11:45 am – 12:00 pm. Our parking lot will be very busy during this time and drive up drop-off may be challenging for our Full-Day Program.

Thank you for your patience as we do our best to mitigate the spread of COVID-19.

Please arrive at school with time to wash children's hands and help them get organized. Teachers will be ready to receive children as early as 7 am.

TO ENSURE SAFETY, YOUR CHILD MUST BE WITH YOU OR ANOTHER AUTHORIZED ADULT AT ALL TIMES UNTIL SIGNED-IN AND HANDED-OVER TO THE TEACHER OR CLASSROOM ASSISTANT. Please do not leave children in a classroom without staff present and aware of your child's presence.

1. After you arrive in the building, please drop off your child's outerwear at the location designated by your teacher.
2. Then bring your child to the restroom to wash their hands, infants and toddlers will wash hands with parents when they arrive in the classroom. This is the most effective step we can take to keep children healthy and prevent illness from spreading. **PARENTS MUST ACCOMPANY CHILDREN TO AND FROM THE BATHROOM.**
3. Sign your child into the classroom on the Sign-In/Out Sheet in the entryway. In the Infant and Toddler classrooms, please fill out the designated sheet when you arrive. In the Young Preschool & Preschool classrooms: if there is any change in pick up time, person, or other pertinent information for the day please fill out a pink sheet and give it to the classroom teacher. Pink sheets are located near the sign in sheets.
4. Help them bring any needed items, such as diapers, wipes, nap blankets or extra clothing into their classrooms.

Pick-up Procedures

**During the COVID-19 pandemic students will be picked up outside the building. This procedure will work one of two ways:

1. Find a parking spot and sign out at the sign-in/out cart. On good-weather days, children may be on their playground at the end of the day and you can collect them from their teacher on the playground. If they are not already outside, someone from a parking-lot facing classroom or a staff member supervising students outside will use our walkie-talkies to alert the class they have a parent here. The parent should wear a mask and socially distance from other adults while waiting for their child to be escorted out of the building or from a playground.
2. On inclement weather days, all children will be indoors. The sign-in/out cart will be up by our doorway, and a staff member from a parking lot facing classroom will alert your child's class of your arrival. Please wear a mask and socially distance yourself from other adults while you wait for your child to be escorted out to you.

Thank you for your patience as we do our best to mitigate the spread of COVID-19.

1. Sign your child out on the sign-in record near the classroom entrance. Wait for the teacher to hand over responsibility for your child back to you.
2. We recommend stopping in the bathroom for hand washing before you go home to reduce the spread of germs.

Only parents or legal guardians may pick up a child unless we have written permission for another person and the authorized person is 18 or older. There are two written ways to authorize pick up by an adult other than the parents or legal guardians:

- **Authorized Pick Up List from Emergency Contact Information Card** at enrollment
- **A hand written note** for a one-time pick-up of child by someone other than a parent or legal guardian.

In both cases, the authorized person(s) will be required to show identification at the time of pick-up unless or until staff is familiar with them.

Illness and or Emergency Pick-up

The Emergency Card you fill out for your child at the time of enrollment includes a written list of adults who are authorized to pick up your child in the event of an illness or emergency when you cannot be reached.

****Due to the severity of COVID-19, we are asking families to pick up their child within ½ hour if at all possible to limit the potential spread of this or any other illness.**

Building Security and Access

The full-day program of All Saints Preschool and Child Care will keep our main entrance unlocked during our program hours. The main entrance to the church is kept open during the church's business hours. All staff members are trained to identify strangers in our area and direct them to where they need to go. If a threat is ever identified outside the building, all exterior doors will be locked and the children will be secured. If a threat is identified in the building, we will immediately initiate lock-down procedures.

****During the COVID-19 pandemic the church office may be closed and all other doors to the building other than our entry locked.**

Daily Routine

School Clothing

It is best to wear comfortable, washable play clothes to school. Paint aprons are provided as needed, but with children's creativity and our varied supplies, clothing can still become soiled. **We also recommend clothing that is easy for the child to get off and on for toileting and diapering purposes.**

Please mark the child's name on all outerwear including shoes, coats, snow-pants, boots, mittens and hats. Outer clothing should be as easy to manage as possible so children can dress and undress themselves as much as possible. Please double check that the outside clothing you are taking home belongs to your child, many children come to school with similar looking styles. **Soft-soled tie or Velcro-closure shoes are preferred for safety reasons. Please avoid sandals and slip-ons.**

Daily Meals and Snacks

Breakfast it is recommended for children eating breakfast at the center to arrive 15 minutes before breakfast is served to allow time for the child to acclimate to the classroom before transitioning to breakfast

Morning Snack is served between breakfast and lunch

Lunch is served mid-day before rest time

Afternoon Snack is served after rest time and before afternoon activities

*All meals and snacks are portioned for the age groups based on guidelines of the Food and Drug Administration and My Plate nutrition recommendations. Meal and snack times vary slightly from class to class. See your child's class schedule for exact times. If bringing food from home, please be sure to follow the same guidelines unless you have provided us with documentation from your health care provider for special dietary considerations. For infants and toddlers, the teachers will document the quantity of food consumed in the Brightwheel app for families to reference.

Infants All Saints Preschool & Child will provide Similac Sensitive brand formula and Gerber brand pureed foods for children between 6 weeks and 11 months of age. At 12 months children are eligible for regular school meals. Parents must provide any breast milk, or formula, and foods if they decide to serve something other than what we provide. All meals for children 12 months and older must conform to the My Plate nutritional guidelines for portions and meal content. Commercial formula or breast milk must be prepared at home and brought to the center in plastic bottles, labeled with the child's first and last name, type (breast milk or formula) and placed immediately in the refrigerator. Breast milk should be labeled with the date it was expressed. All formula, breast milk and refrigerated foods are to be brought to the school in an insulated cooler or bag. Formula bottles will be rinsed after use but should be washed at home. All unused

full bottles will be sent home each day. Commercial solid foods must be brought to the center in unopened jars and taken home at the end of the day. There is a place in the classroom to store each child's non-perishable foods. When table foods are introduced to the older infants and they are sending some to school, parents are required to cut up food at home in order that it may be ready to serve to the child, enabling the staff to have minimal direct contact with the food. As new foods are introduced to infants, they should be tried at home 3-5 times prior to bringing them to school. In addition, they should be added to the authorized food list on your child's clipboard. Please note that we are a peanut/tree nut allergy safe zone. Please do not send any foods containing peanuts or tree nuts.

Birthday Celebrations Children enjoy sharing a birthday treat on their special day. All snacks and treats must be commercially prepared. Please note that we are a peanut/tree nut allergy safe zone. Please do not send any foods containing peanuts or tree nuts.

Outdoor Play, Sunscreen, and Insect Repellent Procedures

Outside play is an essential part of our program. Please send your child appropriately dressed for Minnesota weather keeping in mind that it is often cooler in the mornings. Layering clothing works well. We try to get outdoors daily and will use the Child Care Weather Watch Chart with hot or colder temperatures. Please keep winter clothing at school, or bring it in each day.

In hot, sunny, snowy, or rainy weather, general precautions will be taken in determining outdoor time. At times when a heat, weather, or smog advisory has been issued, the children will be kept indoors.

If children have a runny nose, cold, or ear infection, they will be taken outside, unless they have a documented condition identified by their health care provider that can be worsened by cold, wind, or being outdoors.

We ask parents to give permission for sunscreen application. The school provides Rocky Mountain Sunscreen for Kids SPF 30. If you would prefer to supply another brand of sunscreen, please indicate that brand on the Topical Ointment Permission Form and bring a supply in for your child. If you would like your child to use insect repellent, please provide repellent and written permission in accordance with the school's Insect Repellent Use Policy, which is available upon request.

Diapering

Parents will provide disposable diapers, wipes, and any diapering ointment needed for their child. Written permission from parents is required to use wipes or ointment. We change diapers following the procedure set by our Health Care Consultant.

Nap Policy

All children who attend ASPCC will have a nap or rest period for the first 30 minutes of the classes scheduled time. After 30 minutes of quiet rest, any children who are awake have the option of leaving their cots and participate in quiet activities until the end of nap time.

Every child will be supplied with a crib or cot and can bring blankets and other security items from home to use during rest time. These items will be sent home at the end of the child's scheduled week and when soiled or wet for laundering. For infants, the time, duration and frequency of naps/rest times is determined by the child's needs and/or child's parents. For all other children, nap time is from approximately 1:00pm to 3:00pm. During this time the children may sleep or rest quietly on a cot.

Parents may decide that their child does not need to take a nap. All children will have a 30 minute rest time at the start of their classes scheduled nap period. After 30 minutes, the child will be allowed to participate in quiet activities.

Children who are napping and resting will be provided a quiet area that is physically separated from children who are engaging in activities or play. Cribs and cots will be placed unstacked, directly on the floor where 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.

All infants will be placed on their backs to sleep unless the parent fills out the Parent Directive for Infant Sleep Position (DHS-5876-ENG). An infant who independently rolls onto its stomach after being placed to sleep on its back may be allowed to remain sleeping on its stomach if the infant is at least 6 months of age or the license holder has a signed statement from the parent indicating that the infant regularly rolls over at home.

For infants, blankets, pillows, soft toys, etc. will not be placed in cribs with infants under the age of 13 months, except for the infant's pacifier. Sleep Sacks can be provided by parents for comfort. Infants will not be allowed to sleep in car seats, bouncy seats, or swings for their entire nap. Swaddling is not recommended for infants of any age and is prohibited for any infant who has begun to roll over independently. However, with the written permission of a parent or guardian, the staff may place an infant who has not begun to roll over on its own, down to sleep in a one-piece sleeper equipped with an attached system that fastens securely only across the upper torso, with no constriction of the hips or legs, to create a swaddle. The DHS consent form dated 7-2013 must be used.

When children fall asleep in a seat, swing or teacher's arms they will be moved to their crib, and must be in a position where the airway is unblocked, and the face is not covered. When a child falls asleep while being held, the staff will consider the supervision needs of other children in care when determining how long to hold the child before transporting them to a crib to sleep. The children must be within sight and sound at all times

Infants will be placed in their own crib on a firm mattress with a fitted sheet that overlaps on the underside of the mattress so it cannot be dislodged by pulling on the corner of the sheet with reasonable effort.

Tuition

Tuition is paid weekly on Monday for the current week. There is no reduction for illnesses, family vacations, or other absences. Tuition payments will be set up via our Auto-payment processor, Vanco Payment Solutions. We ask that all families participate in the auto-payment process. If for some reason your family is unable to comply, please arrange payment with the Director.

*Some families have paid a deposit towards their first tuition payment as part of the enrollment process. That deposit is deducted from the total due for the first tuition period.

Scholarship Fund

A Scholarship Fund has been established to provide support to full-day program families in need of financial assistance. The amount of assistance depends on family need and available funds. If it becomes difficult to pay tuition, contact the director to discuss the Scholarship Process.

Withdrawal from All Saints Preschool and Child Care

A written, 30-day notice is required for withdrawal from ASPCC for any reason. Tuition that is due will be prorated to the last day of the notice. Any outstanding balance must be paid by the last day of the notice period.

Family Communication & Participation

At All Saints Preschool and Child Care, we understand you are your child's first and primary teacher(s) and that our role is to partner with you in fostering your child's growth and development. We truly value the family-teacher connection, and work hard to form close relationships with both the children and the parents we serve. **Families may contact the director, their child's teachers, or other staff at any time with questions or concerns. Written thoughts may be placed in our Tuition Box, the school office, or mailed.**

Communication

Daily: You will receive daily communication from your child's teacher about his or her day through the Brightwheel Application. After enrollment, you will receive an invitation to join our school's site within Brightwheel. In addition, you may have an opportunity to chat with your child's teacher at pick-up and drop-off each day. These are both great methods for gathering information about your child, and sharing information with your child's teacher.

Weekly and Monthly: The center and the teachers send out a weekly newsletter/lesson plan at the beginning of each week summarizing the learning activities ahead and any reminders about special activities. Families are encouraged to ask any questions as they come up and to share any information that will help us better support your child and family.

Progress Touch Points/Conferences: Teachers sit down with families or legal guardians two times a year, in October and April. Additionally, teachers offer a Winter Phone Check-In during January, a Summer Check-In during July. These two touch points offer an opportunity for families and teachers to touch base on goals, upcoming transitions and anything else pertinent.

Receiving Materials in a Language Other Than English

Please inform the director if you require any school communication materials in another language. If needed staff will work with you to identify translation or interpretation resources.

Classroom Participation

Parents/legal guardians are welcome to visit any time their child is in school. We encourage you to help with school celebrations, field trips, special projects, or reading a story, for example. Teachers may have sign-up sheets for these events from time to time. Also, please let us know if you have an interest, talent, or profession you would be willing to share with the children. ****During the COVID-19 pandemic, classroom participation will not be available.**

Research and Public Relations

The center will obtain written parental permission before a child is involved in each experimental research or public relations activity involving a child while at the center. The permission form is kept in the child's record.

Parents/legal guardians who help in the program are asked to follow our Confidentiality Policy and Procedures.

Behavior Guidance

An ultimate goal for all individuals is the acquisition of self-control. Gradually, children learn how to identify and handle their emotions and feelings in appropriate ways, and develop an awareness of how their behavior affects others. All Saints Preschool and Child Care has adopted the following guidelines for developmentally appropriate guidance of young children from the position statement by the National Association for the Education of Young Children (NAEYC). These guidelines comply with Federal and State Civil Rights Laws.

- Children are in the process of learning acceptable behavior.
- An effective guidance approach is preventive because it respects feelings while addressing behavior.
- Adults try to determine the reasons for children's behavior.
- A supportive relationship between an adult and the child is the most critical component of effective guidance.
- Adults use forms of guidance and group management that help children learn self-control and empathy.
- Adults model appropriate expression of emotions.

Teachers work with children to develop and learn classroom and program rules and expectations. Each child will be provided with a positive model of acceptable behavior. Teachers will tailor their approaches to the developmental level of the child and with the goal of preserving a positive self-concept for the child.

For example:

1. The classrooms are designed to be developmentally appropriate.
2. There are sufficient toys and activities to stimulate children of all age groups we serve.
3. The staff model, encourage and praise positive behaviors by using clear and positive statements of behavior expectations.
4. The curriculum is designed to be stimulating and age appropriate for the children.
5. The staff appropriately supervises and interacts with the children.

Challenging Behavior

Sometimes children exhibit behaviors that interfere with their learning and friendships, are harmful to themselves or others, or that put them at risk for school success.

If a child is not behaving appropriately, we will use the following positive guidance techniques:

1. *Ignoring* a child who is trying to gain attention by acting out may be an appropriate response, unless it is a behavior that is unsafe.

2. *Redirection/Distraction*, which offers an alternative to a child, such as suggesting a new activity or toy, encouraging independent play, or interacting with the child in a different way.
3. *Discussion*: Discussing with the child how their behavior is inappropriate and engaging the child with other words or methods that would suggest a more appropriate response
4. *Reasonable Consequences* may be implemented by the staff, such as taking away a toy if the child used the toy to hit another child.
5. *Take a Break*: The child is separated from the group to calm down and will have access to something else to do. While the child will remain supervised, other children will be unable to immediately influence him or her. Once the negative behavior is under control, the child can be returned to the group. (This action is not taken with children under two years of age).

If a child exhibits challenging behavior on a recurring basis, teaching staff will work with families to define the behavior, identify reasons for the behavior and possible triggers, and problem solve strategies and modifications for school and home. A family meeting will be held either in person or over the phone, and a Family Meeting Summary will be created summarizing the behavior, suggested strategies for school and home, and a follow-up plan.

If the behavior persists, ASPCC will work with families to pursue outside resources (with the family's written permission) to support the child, the family, and the teaching staff as needed. If the needs of the child are found to be outside the scope of the services and expertise of ASPCC staff, the family may be asked to find alternative care where the child can be successful. All effort is given to limit or eliminate the use of suspension, expulsion and other exclusionary measures. If these measures must be taken, ASPCC will collaborate with the families to find the best alternative for care/schooling. These measures are not considered until all other possible interventions have been exhausted and there is agreement that exclusion is in the best interest of the child.

Generally, children are not separated from their group unless they are endangering themselves or someone else. If separation is required, the child will be supervised and allowed to return to the group when the behavior ceases or is under control. Separations are noted in a log and reported to families. More specific information on separations is available through the office. Children between the ages of 6 weeks and 16 months will not be separated from the group as a means of behavior guidance.

At no time will children be subjected to corporal punishment, emotional abuse, punishment for lapses in toilet habits, withholding of food, lights, warmth, clothing, medical care, or the use of physical or mechanical restraints.

The Positive Supports Rule requires all DHS license holders to use person-centered principles and positive support strategies when providing services for individuals, including children, with developmental disabilities or related conditions.

Health, Safety, and Emergency Procedures

All Saints Preschool and Child Care develops health, safety and emergency procedures in consultation with Health Consultants for Child Care (Phone number: 952.472.3915). These procedures are based on the requirements of the Minnesota Departments of Health and Human Services.

When Your Child is Ill

Besides correct handwashing, the best step we can take to help keep all children and staff healthy is to keep children home when they are ill. The Department of Health has developed criteria to help us know when a child should be at home instead of school.

Generally, children who are not able to participate in routine activities of the day or need more care than staff can provide should stay home. More specifically, if your child has any of the following symptoms, they are to stay home as stated:

Fever

Children who have a fever (as defined below) or have had a fever within the last 24 hours:

Auxiliary (armpit) temperature: 100 degrees F. or higher

Oral temperature: 101 degrees F. or higher

Rectal temperature: 102 degrees F. or higher

Temperatures should be taken before using fever reducing medication. Children may return to school when they have been fever free for 24 hours without the use of fever reducing medication. Only auxiliary (armpit) temperatures will be taken at ASPCC.

Vomiting

Children should not be at school if they have vomited in the last 24 hours.

Uncontrolled Diarrhea

Uncontrolled diarrhea is defined as an increased number of watery stools and/or with a stool form that cannot be contained by the use of the toilet (or a diaper for children younger than 33 months). Children will be sent home after two or more episodes since arriving at school. Exclusion is necessary until there has been no diarrhea for 24 hours and the stools have returned to normal.

Eye Drainage

Exclusion until 24 hours after treatment has started when purulent (pus) drainage and/or fever or eye pain is no longer present, or a medical exam indicates that a child may return.

Mouth Sores

Exclusion until a medical exam indicates the child may return or until sores have healed.

Undiagnosed Rash or a Rash with fever or behavior changes

Exclusion until a medical exam indicates these symptoms are not those of a communicable disease that requires exclusion.

Signs/Symptoms of Possible Severe Illness

Uncontrolled coughing, irritability, persistent crying, difficulty breathing, wheezing, unusual tiredness, or unusual color may be symptoms of a severe illness and may result in exclusion based on the diagnosis. Exclusion will vary based on the illness.

Chicken Pox

Exclusion until all of the lesions are crusted over.

Bacterial Infections (Strep or Impetigo, for example)

Exclusion until the child has completed 24 hours of antibiotic therapy

Lice, Ringworm, or Scabies

Exclusion until treated and no longer contagious to others.

Others

There are many other illnesses and conditions that may require exclusion. A more complete list is available in the office. If you are wondering about whether or not to send your child to school, please contact the director for assistance.

****Children or household members exhibiting symptoms of COVID-19 including: new onset of cough or shortness of breath by themselves, or at least 2 of the following: fever (100.0 or above), chills, muscle pain, sore throat, fatigue, congestion, loss of sense of smell or taste or gastrointestinal symptoms of diarrhea, vomiting, or nausea should stay home. Please follow the Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs. This can be found online at:**

<https://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf>

Please Notify Us If Your Child is Ill

Please call or email if your child is ill and will not be at school. Please indicate your child's symptoms and any medical diagnosis. Notify us **within 24 hours** if your child contracts a communicable illness. Communicable illnesses will be reported to all parents the same day

the information is received. A note will be posted in the classroom sign in sheet and notes will be sent home to the families in the class the child attends stating the illness, incubation period, early signs to watch for, and exclusion recommendations. The child's identity will be kept confidential. The Department of Health also requires that certain communicable illnesses be reported to them in a timely manner.

****If a case of COVID-19 is identified in our school community, the staff will work directly with the Minnesota Department of Health to identify exclusions, school closure, and/or cleaning protocols.**

If Your Child Becomes Ill at School

If your child becomes ill during the day, you will be notified and asked to pick up your child as soon as possible. When possible, your child will rest away from the other children and may be monitored by a staff person in the office until pick-up. Some injuries may also result in an early pick-up. If parents or legal guardians cannot be reached, contacts listed on the child's emergency card will be called.

****A separate space has been identified within our building to wait with a child who has COVID-19 symptoms.**

Medications

Specific written instructions from a physician and the signed consent of a parent are required for all prescription medication. All prescription medications must be in the original container with prescription label. Non-prescription medications must also be in their original container and labeled with the child's first and last names. Exact directions must be followed in accordance with the manufacturer's instructions for any over-the-counter medication, unless they are accompanied by a physician's note. Medications will not be given after the expiration date, and any unused portion will be returned to the child's parent to be disposed of properly. Medications are stored in the locked first aid cabinet in the child's classroom, unless it needs to be refrigerated. Then it will be stored in a container labeled "Medication" in either the office refrigerator, infant room refrigerator or the kitchen.

Please inform the director and teachers when your child starts in the program if your child requires emergency medication. All medications and required forms must be on hand before your child begins school. For your child's protection, we require that the medications remain in the possession of the school until the medications expire, your child's health needs change, or the end of your child's enrollment. **It is recommended that all emergency medications stay at school and do not transfer back and forth to home.**

See the section headed *Children with Special Health or Other Needs* for more information under Registration and Enrollment.

Medical Emergencies

The staff at All Saints Preschool and Child Care are trained in procedures to prevent accidents. In the event of a minor injury, care will be given by staff, all of whom are trained and certified in first aid and CPR procedures, and parents will be notified.

For a major accident requiring immediate medical attention, first aid will be administered and 911 will be called. The source of emergency care is typically Methodist Hospital in St. Louis Park. After calling 911, the child's parents and physician would be contacted.

Staff will not transport children.

Insurance

Children are to be covered by their own medical insurance. All Saints Preschool and Child Care maintains comprehensive liability insurance. Current policy details are available from the Director or the church administrator. For field trips, the bus company carries insurance coverage for transportation of our groups.

Field Trip Transportation

Transportation during field trips will be provided by qualified bus companies and drivers. ASPCC follows the Minnesota Department of Transportation guidelines regarding seat belts. Written parental/legal guardian permission is required for any off-site field trips and for certain on-site field trips (for example, visits by animals).

[At least no person trained in pediatric CPR and obstructed airways, and is up-to-date on first aid and OSHA will accompany the children on field trips. If children are divided into groups, then additional CPR/FA/OSHA trained staff will accompany each group.

****All in-house or bus field trips are cancelled during the COVID-19 pandemic.**

Emergency Procedures and Risk Reduction Policies

ASPCC has emergency procedures in place in the event of a fire or tornado. Children practice fire drills monthly and tornado drills in April, May and September. We also have a Risk Reduction Plan in place that addresses safety issues specific to our facility. Staff are trained in the plan and it is available for review by families. ASPCC also has an Emergency Preparedness Plan.

Drug and Alcohol Policy

No employee or volunteer for All Saints Preschool and Child Care may be under the influence of a controlled substance or alcohol in any manner that impairs or could impair the person's ability to provide care or service to the children of ASPCC.

Weapons

All Saints Preschool and Child Care and All Saints Lutheran Church bans guns in their premises.

Non-Smoking Facility

All Saints Lutheran Church is a non-smoking facility. No smoking is permitted on church grounds.

Confidentiality Policies

ASPCC's work with children and families will bring program staff into contact with confidential information. We respect the privacy of your children and family. Our goal is that all parents/guardians feel comfortable sharing information that may enhance their child's experience in our program and all children's records remain private. There are several systems in place to maintain confidentiality:

- Children's files are kept in a locked file cabinet in the office. Only parents/legal guardians, regulatory authorities (MN DHS), administrators and staff working directly with a child will have access to the files. Files generally include enrollment forms, health and immunization records, and assessment data.
- Any concerns or evidence relating to a child's health or safety will be kept in a confidential file and will only be shared with staff working with the child.
- Parents/guardians will only have access to the files and records of their own children.
- Staff will not discuss individual children with people other than the parents/guardians, except with staff working with children for the purposes of curriculum planning or classroom management.
- Written permission from the parent/guardian is required if they wish staff to discuss their child with others (e.g. grandparent, nanny, outside professional, medical source, etc.).
- Children's assessment data and conference forms are considered confidential and shared only with the families and/or legal guardians of individual children and the staff working directly with them. See **Assessment Section** for more information.
- All visitors and volunteers to the school are made aware of our confidentiality policy through this handbook, posting on our information board and the **Volunteer Code of Conduct** handout.
- Information relating to staff employment will remain confidential to the people directly involved with making personnel decisions.

Student files are available for review by the commissioner of the Department of Human Services or his or her representatives as part of the licensing process.

Steering Committee

All Saints Preschool and Child care is a non-profit program serving as a ministry of All Saints Lutheran Church. It is governed by the Church Council and the Senior Pastor with the support of the Business Administrator. A Steering Committee comprised of education-oriented church members, past or present parents of students, a church council representative, a church pastor, and the co-directors of the preschool and child care helps to guide long range planning and policy development.

Grievance Procedures

It is our hope that families always feel comfortable voicing questions and concerns. We encourage parents to first go to their child's teacher about educational related issues and to the director for all other concerns. However, if a parent/legal guardian of a child enrolled at All Saints Preschool and Child Care does have an unresolved grievance, the following procedures will be followed:

1. The parent(s) will bring their concern to the Director. They shall discuss the grievance and come to an agreement about how the issue should be handled.
2. If this meeting does not satisfactorily address the grievance, the grievance must then be put in writing, and will be reviewed by the Preschool and Child Care Steering Committee Chair and if necessary, the entire Steering Committee.
3. After reviewing the grievance, the Preschool and Child Care Steering Committee Chair will set up a meeting with the parent(s) to discuss an agreement or solution.
4. If this meeting does not satisfactorily address the grievance, the written grievance will go before the Senior Pastor, and a meeting with the parent will be scheduled.
5. After a meeting has taken place, and a plan agreed upon, there will be a follow-up meeting scheduled for two weeks later. The parties will meet again to discuss whether the grievance has been properly addressed.

Mandated Reporting Policy

Maltreatment of Minors Mandated Reporting Policy

Following is a summary of this policy as prepared by the Department of Human Services for licensed programs such as ours.

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 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 (952) 939-8500.
- 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 are as follows:

Neglect is usually the failure of the child's caregiver to supply the child with necessary food, clothing, shelter, medical, or mental health care, education, or appropriate supervision; or failure to protect the child from conditions or actions that endanger the child; or failure to take steps to ensure the child is educated according to the law. Exposing a child to certain drugs during pregnancy and causing emotional harm to a child may also be considered neglect. Physical abuse is any physical injury or threat of harm or substantial injury, inflicted by a caregiver upon a child other than by accidental means. Physical abuse can range from minor bruises to severe internal injuries and death. Mental injury that is harmful to the child's

psychological capacity or emotional stability evidenced by an observable and substantial impairment of the child's functioning is considered abuse in Minnesota. Sexual abuse is the subjection of a child to a criminal sexual act or threatened act by a person responsible for the child's care or by a person who has a significant relationship to the child or is in a position of authority.

- 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.

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 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:

- (i) related policies and procedures were followed;
 - (ii) the policies and procedures were adequate;
 - (iii) there is a need for additional staff training;
 - (iv) the reported event is similar to past events with the children or the services involved;
- and

- (v) 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 will be completed by the ASPCC Full-Day Preschool and Child Care Director. If this individual is involved in the alleged or suspected maltreatment, the Steering Committee Chair will be responsible for completing the internal review.

Documentation of the Internal Review

The facility must document completion of the internal review and provide documentation of the review to the commissioner 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 policies of All Saints Preschool and Child Care comply with and have been approved by the Minnesota Department of Human Services, Department of Licensing (651-431-6500).