

DISCOVERY CENTER HANDBOOK

Program Policies & Procedures 2025-2026





Welcome to The Discovery Center!

Thank you for giving us the opportunity to be part of your child's early learning journey. We are excited to partner with you in providing the best possible educational experience for your child.

We believe that parents are a child's first and most important teachers. Your involvement is invaluable, and we truly value you as a partner in your child's development. Throughout the year, we welcome your questions, ideas, and feedback. Please don't hesitate to call, visit, or reach out whenever you need.

This handbook outlines the policies and procedures of our program. If you have any questions, we're here to help—just let us know.

Together for Children,

Janet Miller
Founder & Executive Director 651.762.7884
mainoffice@ladcfamilies.org



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GENERAL INFORMATION

1. Items from Home

<u>Discovery & Kinderstart:</u> From winter through spring, two (2) children each week will receive a *Sharing Bag* to take home. Your child may select one favorite item (such as a toy or book) to bring back and share with the class during "Show and Tell." Please limit it to one (1) item unless the item has related components. We kindly ask that all other toys be left at home.

<u>Explorers:</u> Children in our Explorers classes are allowed to bring comfort items from home to help ease separation and transitions. These may include blankets, stuffed animals, pacifiers, or dolls.

2. Lost and Found

A lost and found is located near the classroom sign-in tables. Please check this area if something is missing. If unable to locate an item, please notify a staff member for assistance. Labeling items with the child's name greatly increases the chance of recovery!

3. Ideas for Parent/Child Separation

Children handle separation in different ways. We will work with you to help your child transition smoothly into The Discovery Center. You know your child best, and your input is essential.

Suggestions for a successful first day:

- Talk with your child about what to expect. Let them know they're going to The Discovery Center, where you'll be while they're at school, and when you'll return.
- Bring your child to a staff member and share any relevant information that will help us support them.

A pre-visit to the classroom before the child's first official day is strongly recommended and can help ease anxiety for both the child and their parent.

4. Outside Days

We go outside during the winter months on designated days, weather permitting.

- Outdoor play occurs only if the temperature (including wind chill) is above 10°F.
- Please send proper outdoor clothing (coats, snow pants, boots, mittens, hats) on those days.
- Teachers confirm temperatures by calling 763-512-1111 or checking the Weather App.

Children are always supervised, with teachers positioned near play equipment to ensure safety. In addition to the playground, outdoor activities may include sledding on nearby hills, biking, nature walks, or water play.

5. Parent/Teacher Organization

All preschool parents are automatically members of our Parent/Teacher Organization (PTO). This parent-led group supports classroom teachers, coordinates family events, and assists with fundraising efforts. Look for updates and opportunities to get involved throughout the school year!

6. Children's Arrival

Classroom doors open five (5) minutes before class begins.

Arrival Checklist:

- Sign in your child via the ProCare Parent Engagement App, either on your phone or classroom iPad.
- Help your child find their picture/name card and place it in the pocket chart near the classroom door.
- Assist your child with hand washing before they begin to play.
- Connect briefly with a teacher before leaving. You're welcome to explore the room or do a quick activity together!

7. Transportation

Parents/guardians are responsible for transporting their children to and from The Discovery Center. For your child's safety:

- Please sign in your child upon arrival.
- Walk your child to the classroom door and ensure a staff member is aware of their arrival.

8. Parking / Parking Lots

To ensure safety and efficiency in our parking areas:

- Follow all directional signage for the flow of traffic and designated parking areas.
- Avoid idling your vehicle during drop-off and pick-up, except in cases of extreme weather, to maintain interior temperature.
- Never leave children unattended in a vehicle—whether the engine is on or off.
 If you need assistance with drop-off or pick-up, please contact your site director or teaching team to request car-side support.

9. Drop-Off and Dismissal

- Children should be dropped off and picked up directly from their classroom or the playground and
 must be signed in and out by a parent or guardian or communicated with a teacher to complete on a
 parent or guardian's behalf.
- Please adhere to your child's reserved/confirmed attendance schedule as outlined by Admissions.

Staffing is scheduled according to enrollment. Early drop-offs or late pick-ups may not be accommodated without prior approval.

Late Pick-Up Concerns:

Children may become anxious if they are picked up late, and staff need time to prepare for the next class. <u>Early Drop-Off / Late Pick-Up Fee</u>

If a family consistently arrives outside their confirmed schedule:

- A \$25 fee will be charged for the first 10 minutes.
- An additional \$1.00 per minute per child will be charged after that (with a 5-minute grace period).
- Repeated incidents may result in loss of extended care privileges, at the discretion of the Site Director.

10. Release of Children

To ensure each child's safety, we follow strict security protocols:

- Each child's file lists authorized individuals for pick-up.
- Photo identification is required for any individual unknown to staff.
- If someone arrives who is not on the authorization list, staff will:
 - o Contact the parent/guardian for verbal or written approval.
 - o Refuse to release the child without parental consent.
- If the parent cannot be reached and the individual is not approved, the child will not be released, and the Site Director will be informed.

11. Special Needs Students

Families with children requiring additional support may request an evaluation through the Early Education Assessment Team in their home school district.

Discovery Center staff are available to participate in assessments at the family's request to support the process and ensure continuity of care.

12. Repeating Kinderstart (4's/5's Class)

If a family requests that their child repeat Kinderstart instead of progressing to kindergarten, the child must attend a different LADC site for their second year, unless one of the following exceptions applies:

- 1. The child's current site has two Kinderstart classes, and they can switch to the other class.
- 2. No space is available at a reasonably close alternative site for the exact schedule by July 1.
- 3. The child has a sibling who cannot be accommodated at an alternative location by July 1.
- 4. The child was age-appropriate for Discovery but attended Kinderstart due to limited space in the younger classroom, and staff agreed that no site change is needed.
- 5. The Executive Director makes an exception based on the specific situation.

13. Lake Area Discovery Center Board of Directors

The Lake Area Discovery Center is a non-profit organization governed by a dedicated Board of Directors that helps guide the program's mission, policies, and financial oversight.

Partnership Advisory Boards are

- Composed of one representative from each partner church or school.
- There are currently two advisory boards: one for school partnerships and one for non-school.
- These boards meet to discuss partnership-related topics and provide input on policy and financial matters, as well as advise the Executive Board on key decisions affecting their respective communities.

Governing Board (Executive Board) is

- Comprised of 5–9 members, including:
 - President
 - Vice President
 - o Finance Officer
 - Secretary
 - o Two Partnership Representatives from each Advisory Board
- This board is responsible for making policy and financial decisions for the Discovery Center.
- The Executive Director serves as a non-voting member of the Board.
- The Executive Board meets every six weeks throughout the year.

Payment Policies

1. Tuition and Fees

Information regarding registration, tuition, and fees may be requested by contacting the Discovery Center Main Office.

Email: office@ladcfamilies.org

**** Phone: 651-762-7884

Tuition rates are subject to change without notice.

2. Tuition Payment Options

Payment Methods:

- Automatic Withdrawal from a checking account \$0.42/transaction
- Credit Card Auto-Payment 3% service fee per transaction

Payment Schedules:

- Weekly Payment Plan: Paid weekly from September through May based on the number of weeks your child attends.
- Pay in Full: A one-time, upfront tuition payment.

Infant Program Deposit. 2 weeks' tuition plus registration is required to hold a spot in the LADC Infant Program, unless the infant starts attending within 2 weeks of registration. The deposit will go towards a family's tuition in the second month of attendance.

• If a child withdraws enrollment before the scheduled start date, the registration fee and 2 weeks' tuition are non-refundable.

3. Childcare Vouchers

Each student qualifies for THREE Childcare Vouchers:

- Fall/MEA Voucher- applies to the Thursday & Friday Childcare Days during October's MEA break.
- Winter Break Voucher- applies to Childcare Days offered during the week of Christmas and New Year's.
- Spring Break Voucher- applies to Childcare Days offered during the week of Spring Break.

Voucher Guidelines:

- Vouchers apply toward your child's enrolled schedule/days and are equal to their weekly tuition rate.
- Vouchers have no value aside from specified childcare days and cannot be transferred to another school year or student.
- Vouchers must be claimed via RSVP to the Childcare Days before receiving the tuition credit via ProCare account.
- View your account activity at: www.myProCare.com

4. Federal Tax ID

Lake Area Discovery Center Federal Tax ID: 41-1937239

5. Holidays and Non-Student Days

The program is closed on designated holidays and Staff In-Service Days as noted in the school calendar. Note: Tuition is not adjusted for these closures, as they are included in the tuition rate structure.

6. Tuition Assistance

Families may apply for tuition assistance if tuition presents a financial hardship. Options may include:

- County Assistance (C-CAP)
- Think Small Scholarship
- Schultz Family Scholarship
- Partnership-Employee Tuition Discounts
- LADC Financial Aid

Families may receive only one type of assistance.

To request a scholarship form: mainoffice@ladcfamilies.org

7. Late / Delinquent Payment Fee & Policy

- Tuition payments begin on the Monday of your child's first week of attendance.
- 1st week Delinquent: Email from Billing will be sent regarding delinquency, and a ProCare Alert at Sign-In
 - Accepted Payment Methods:
 - Online Payment via ProCare
 - Money Order
 - Cash Delivered to Main Office during Office Hours
 - No longer accepting alternative credit cards or payment plans, unless approved by the Executive Director.
- Payment must be made by the Friday of the 2nd week, or student will "play at home" until payment is made.
- Continued non-payment may result in loss of classroom spot. Re-enrollment will be required to return if space is available.

8. Leave of Absence Policy

For absences longer than two weeks:

- You may hold your child's spot by paying 50% of weekly tuition during the absence.
- If no payment is received, the spot may be released and re-enrollment will be required (including fees),
 if available.

9. Cancellations

The registration fee is non-refundable, unless:

- The family moves out of the service area
- The program is unable to provide a suitable schedule

10. Withdrawals & Schedule Changes

- A two (2) week written notice is required for withdrawal.
- If no notice is provided, families are responsible for two weeks' tuition after the child's last day.
- Any remaining balance of the Annual Program Fee will be prorated based on attendance.
- Vacation Vouchers cannot be applied toward the final 2 weeks of tuition.
- Schedule changes are subject to a \$30 update processing fee.

11. Re-Enrollment for Next School Year & Summer Program

Re-enrollment Timeline:

- Mid-December: Current families receive re-enrollment information
- Late December: Enrollment opens for siblings of current students
- Early January: Open enrollment begins for new families
- February: Summer WOW Camp registration opens

Summer program spots are not guaranteed and must be reserved separately.

12. Annual Program Fee: \$350 / Student

The Annual Program Fee includes:

- \$200 Enrollment Fee
- \$50 Supply Fee
- \$100 Fundraising Fee

New Families:

- \$200 due at the time of enrollment confirmation
- Remaining \$150 due:
 - o In full on September 1, or
 - In 3 installments: \$50 on Sept. 1, Dec. 1, and March 1

Returning Families:

- Option 1: \$350 in full on February 1
- Option 2: \$200 on February 1 (secures fall spot)
 - 3 payments of \$50 (Sept. 1, Dec. 1, March 1)

13. Program Fundraiser Commitment

As a non-profit organization, Lake Area Discovery Center fulfills federal fundraising requirements through an Annual Fall Festival or participation in a Partnered School Fundraising Event. The Fundraising Fee Supports:

- Tuition assistance for families
- Curriculum development and enrichment
- Licensing and accreditation expenses.

All LADC children benefit from these efforts, which help "bridge the gap" between tuition and high-quality programming costs.

Additional Information for Parents

THE SCHOOL MODEL vs CHILDCARE MODEL

The Discovery Center often receives comments from parents regarding the school year schedule, which includes teacher in-service workshop days and non-student workdays, resulting in more closure dates than a typical "childcare/daycare" schedule. This distinction is a core tenet of the Discovery Center Model for our students aged 30 months to 5 years.

THE SCHOOL MODEL

- Focus: Early childhood education is rooted in a school-year academic structure.
- **Class Consistency:** Students stay with the same teacher and classmates throughout the school year, supporting relationship-building and developmental continuity.
- **Highly Educated Teachers:** Lead Pre-K teachers hold degrees in Early Childhood Education and often possess a Minnesota teaching license or a Master's in Education. This exceeds the minimum licensing standards of childcare centers in MN.
- **Professional Development:** Teachers receive paid time for lesson planning, assessments, and curriculum alignment. **Inservice training days** are built into the schedule for skill-building and collaboration.
- Closures & Calendar: More non-student days than traditional childcare to support professional training and program
 quality.
- Extended Care: Wrap-around care is available but secondary to the core school day.
- **Leadership Model:** Site Directors also serve as Lead Teachers—this dual role fosters hands-on leadership and stronger staff support. We strongly believe that young children deserve highly educated and committed career Teachers, whom we value through a team-based training and support program.

Staff/Child Contact

At The Discovery Center, we understand that physical contact is essential to children's care, comfort, and healthy development. Staff interactions with children include:

1. Nurturing Contact

- Includes hugs, handholding, carrying, cuddling, and back rubbing
- Always respectful of the child's boundaries and never forced

2. Safety and Guidance

 Includes gently restraining a child from harm, separating children in conflict, guiding movement, or administering first aid as needed

3. Hygiene Support

- Includes washing faces and hands
- Assisting with diapering/toileting, cleaning up soiled clothing, changing clothes
- Checking for rashes or unusual marks as needed for health monitoring

Health and Safety Procedures

We ask that families keep us updated on any health-related issues that may affect your child at school, including:

- New or updated immunizations
- Allergies (including environmental, food, or medical)
- Dietary restrictions
- Prescription or over-the-counter medications

Consultation & Oversight

The Discovery Center partners with a certified Public Health Nurse or Physician Assistant (PA) to:

- Provide staff training on child development, hygiene, and health protocols
- Offer medical and safety consultations
- Review illness/injury logs
- Conduct safety inspections of our facilities and playgrounds

Health Notification & Communication

- Parents will be immediately notified if their child shows signs of illness or symptoms that require exclusion from the program.
- In the event of exposure to a communicable disease, parents will be informed both verbally and in writing with:
 - Signs and symptoms
 - Mode of transmission
 - Period of communicability
 - Control measures both at school and at home

Exclusion from the Program

A child will be temporarily excluded from the Discovery Center when any of the following symptoms or conditions are present:

- Reportable illness as specified in Minnesota Rule 4605.7040, deemed contagious by the Commissioner of Health
- Chickenpox, until all lesions are crusted over
- Vomiting during the school day
- Abnormally loose stools during the school day
- Conjunctivitis (pink eye) or pus draining from the eye
- Bacterial infections (e.g., strep throat, impetigo) that have not completed 24 hours of antibiotic treatment
- Unexplained lethargy
- Untreated lice, ringworm, or scabies
- Fever of 100.4°F or higher, before fever-reducing medication is given
- Undiagnosed or contagious rashes
- Significant respiratory distress
- Inability to participate in classroom activities comfortably
- Requires more care than staff can provide without compromising the care and safety of the group

Children must be fever-free for at least 24 hours without the use of fever-reducing medication before returning to school.

Reporting Illness

If your child is ill and will not attend school, please notify us by calling:

📞 Discovery Center Main Office: 651-762-7884 OR

Vour child's classroom or site office (contact numbers available in enrollment packet or class directory)

Annunciation/Minneapolis 612-289-6823 Community of Grace/WBL 651-728-1416 Faith Lutheran/Forest Lake 612-300-7767 Faithful Shepherd/Eagan 651-262-2897 **Grace Luth./Apple Valley** 952-432-7273 Hosanna, Forest Lake 651-464-5502 Notre Dame/Minnetonka 952-358-3500

Our Savior's/Stillwater 651-439-5704 x25 **Presentation/Maplewood** 651-770-3093 Redeemer/WBL 612-222-5655 St. Bart's/Wayzata 952-473-6189

St. Helena/Minneapolis 612-729-9301 St. Joseph/Waconia Office 952-442-4500

St. John the Baptist/Savage 952-890-6604

St. Paul/Wyoming 651-462-5212 Trinity of Minnehaha Falls/Minneapolis 651-762-7884

Trinity Lutheran/Stillwater 651-232-1264 Valley of Peace/Golden Valley

St. Jude's/Mahtomedi 612-757-2550

763-588-7327

Allergies & Food Safety

- Peanut-aware environment: Peanuts/tree nuts avoided in program-provided foods but not guaranteed nut-free due to outside facility use and bag lunches.
- If a child has a life-threatening allergy:
 - o Families will be notified.
 - Teachers check food labels before purchasing.
 - Staff are trained in allergy care (including EpiPen use).
 - o Allergy plans are updated regularly and posted in classrooms and food prep areas.
 - In case of exposure: Parent notified immediately; 911 is called if epinephrine is administered.

Immunizations

- Families are notified if an under-immunized child is present and a vaccine-preventable disease arises.
- Children who are not up to date must provide documentation or appointment info.

Handwashing & Hygiene

Handwashing is required.

- On arrival, before/after meals, toileting, messy play, touching animals, etc.
- Staff also wash hands before/after medication or feeding, and after cleaning.
- Gloves are used for hygiene needs.
- Soiled clothing is changed, sent home unwashed.

Water Play & Drinking Water

- Water tables cleaned between groups, no swimming activities.
- Drinking water is available via fountain or disposable cups.
- Reusable items are cleaned daily and labeled to avoid cross-use.

Skin Protection

- Sun safety: shade, sun clothing, sunscreen (with parent permission).
 - o Provided sunscreen must be non-aerosol (lotion or stick-based).
 - Aerosol sunscreens can release airborne particles that may cause respiratory irritation, trigger asthma or allergies, etc., especially when used within a classroom or indoors during application.
- Cold weather: layered clothing required.

Biting Policy

- <u>Toddlers</u>: Recognized as a developmental phase. If repeated biting occurs:
 - o Parents may be called to pick up.
 - o Parent meetings triggered by frequency.
- PreK: Biting is treated as a serious behavior issue.
 - o Immediate pick-up of child required if physical injuries occur, with a follow-up teacher/parent meeting scheduled before child can return to school.

Preschool Toilet-Training Policy

- Children aged 3+ must be fully toilet trained to attend Discovery and Kinderstart classes.
- Two-phase support: 1.) Two-week adjustment period, followed by a 2.) Two-week parent support period
- After 4 weeks, if not consistent, child may need to "play at home" until trained.

Toddler Toilet-Training Policy

- While toilet-training, LADC requires a child to have a barrier between skin and clothing. Underwear, training underwear, pull-ups, or plastic training pants must be worn.
- It is highly recommended that the child has had success at home in underwear with minimal accidents before sending a child in underwear to school.
- LADC reserves the right to make adjustments as needed to any potty-training plan to reduce sanitation concerns or to protect teacher-to-student teaching ratios required by DCYF Licensing.

Diapering (Infant/Toddler only)

- Changed every ~2.5 hours or as needed.
- Only disposable diapers are allowed.

Emergency Preparedness

- All staff must complete pediatric CPR within 90 days of hire and are First Aid Certified before beginning position.
- Monthly fire drills and tornado drills (April–Sept).
- Emergency plans posted in all rooms.

Hazard Management

- Facilities are kept free from environmental dangers (e.g., smoke, lead, asbestos).
- Renovated areas ventilated before child use.
- No firearms or baby walkers allowed.
- Pest control is done without children present.

Missing Child Procedure

- Thorough building/ground search.
- Police and parents contacted if child not found in 5–10 minutes.

Unauthorized Pick-Up

- Child will not be released to unauthorized, incapacitated, or abusive individuals.
- If no one comes for the child, police will be contacted.

Natural Disasters & Emergency Closures

- Shelter provided as needed.
- Parents should not call or come immediately—staff will contact you when it is safe.
- Discovery Center follows local school district/or Partnership school closures:
 - Snow days: Closed.
 - o Cold/Blizzard: May open at regional sites.
 - o Parents are notified via phone/email.
 - Early pick-up may be required for safety during blizzards.

Community Resources/Family Support

Child Care Assistance

Ramsey County provides financial assistance through the Minnesota Child Care Assistance Program (CCAP) to parents who can't afford childcare. CCAP provides child care assistance to families who have been on the Minnesota Family Investment Program or Diversionary Work Program in the last 12 months, as well as to others who meet income guidelines on a sliding scale. Program Information 651-266-4252

Hours: 8 a.m.-3:30 p.m.

121 7th Place East / Suite 2500 Saint Paul, Minnesota 55101

Early Childhood Resources

Ramsey County aims to support all families. Families and children thrive when they have trusted relationships and access to quality, consistent early care and education services.

Navigating these services can be challenging. Ramsey County's Early Childhood Care and Education Coordinator can assist in navigating these resources and connect families to programs and services found here. Contact Us Early Childhood Care and Education Coordinator 651-266-3798

WIC (Women, Infants and Children)

WIC is a supplemental food, nutrition and breastfeeding program. The caring, bilingual staff help eligible families eat well, learn about nutrition and stay healthy.

Appointments Call 651-266-1300 with questions or to schedule an appointment. WIC services

DCYF Licensing Policy Information for Parents

(Minnesota Rules 9503.0090 subpart 1)

The Lake Area Discovery Center (LADC) Child Care Program Plan is developed and evaluated annually in writing and reviewed annually by the site or regional director, both of whom have teacher-qualified status, as well as site teachers, with signatures and dates.

The Child Care Program Plan is available to parents upon request at any time.

Nondiscrimination Statement

LADC admits students of any race, color, national or ethnic origin, and does not discriminate in the administration of its educational or admissions policies, tuition assistance programs, or other school-administered programs.

A. Program Description

LADC is a non-profit, Christian-based early childhood education program serving children ages 6 months to 5 years.

- License Capacity:
 - o Ages 6–32 months: 28 total students
 - Ages 33 months—Pre-Kindergarten: 40 total students
- Staffing: One licensed teacher and one assistant per class capacity.
- <u>Certifications:</u> All staff are First Aid certified during training, and CPR certified within 90 days of employment.
- <u>Hours:</u> Monday–Friday, 7:00 am 5:30 pm
- Core Class Hours: 6.5–7.25 hours per day
- Extended Care: Wrap-around care available. AM: 1.5–2 hours / PM: 2.5–3 hours

Class Groupings & Ratios

Age Group	Program Name	Max Class Size	Student: Teacher Ratio
6–15 months	Infant Class	8	4:1
16–32 months	Explorers	14	7:1
3's / 4's years	Discovery	20	10:1
4's / 5's years	Kinderstart	20	10:1

B. Daily Schedule (Sample)

-		
Activity	Duration	Description
Arrival Time	15 min	Wash hands, learning centers
Circle Time	15 min	Calendar, story, weather
Learning Centers	1 hour	Thematic, hands-on centers
Transition	10 min	Music and movement
Small Group Rotations	20 min each	Cooking, concept development
Large Muscle Time	30 min	Gym/outdoor play
Nap Time (Explorers)	12:00-2:00 pm	Rest time
PM Activities	2:00-3:00 pm	Snack and center time

Diapering/pull-up checks at 10:30 am & 2:15 pm (and as needed).

C. Mission, Philosophy & Curriculum Models

LADC follows a school-year model, prioritizing high-quality, professional teaching teams, ongoing training, and structured assessment.

Mission

Support parents and children through a creative, Christian environment that honors diversity and fosters community fellowship.

Philosophy

- Holistic child development: emotional, social, spiritual, intellectual, and physical
- Strong parent-teacher partnerships
- Emphasis on respect and cultural diversity
- Family Information Sheets help tailor care to home life and family structure

Curriculum Framework

Daily Learning Centers Include:

- Sensory (sand, water, etc.)
- Dramatic Play
- Writing Table
- Art
- Computer
- Table Toys / Cognitive
- Blocks
- Large Motor
- Snack/Cooking
- Books/Language
- PreK Conversation Time

Curriculum Enrichment Tools:

- The Creative Curriculum®
- Handwriting Without Tears®
- STEM (integrated across learning areas)

Integrated Educational Models

Model		Philosophy Highlights
•	Bank Street	Thematic units, interest areas, teacher-made materials
•	High-Scope	Plan-Do-Review learning cycle
•	ECFE	Parent is the first teacher; parent-child engagement
•	Montessori	Orderly, independent, self-correcting materials
•	Christian Emphasis	s Daily Christian lessons, monthly "Worship Time," celebration of each child as a gift from God

Leadership Model

- Site Directors also serve as Lead Teachers, enabling responsive leadership and stronger team collaboration.
- Directors provide real-time classroom feedback to LADC Admin and Board.

Assessment & Conferences

- Biannual conferences (Fall & Spring) are held annually; additional meetings are offered by request.
- Assessments are made throughout the school year based on Creative Curriculum's Development Continuum using Observations, portfolios, and skill tracking
 - Assessment results are used to guide:
 - Individual lesson plans
 - Professional development
 - Program improvement

- Families may contribute to the assessment of their child's development and learning by sharing activities and skills observed at home/away from school with the child's teacher.
- Data Privacy: Records kept confidential; shared only with authorized individuals (e.g., DCYF licensing agent)
- The program communicates information regarding assessment, conferences, program updates, and events regularly via monthly newsletters, calendars, and lesson plans, weekly teacher "Peek of the Week" emails, and daily messages via the ProCare Parent Communication App, as well as phone calls and personal emails directly between the director/teacher and parent/guardian when necessary.

Program Goals

- Provide a safe, nurturing, and stimulating learning environment
- Support all areas of development: physical, emotional, social, spiritual, cultural, intellectual
- Respect and reflect diversity in God's creation
- Model joy in learning
- Empowering parents as primary educators

D1. Developmental Goals and Objectives for Preschoolers (Minnesota Rules, part 9503.0045, subpart 2) **Active Supervision:** "Active Supervision" is the focused, intentional, and continual observation of young children by educators and program staff to ensure children of all ages are safely exploring learning environments.

Physical Development: To provide an environment that fosters growth in gross and fine motor development at developmentally age-appropriate levels for each child.

Gross Motor

- -Develop balance/spatial relationship
- -Develop coordination skills
- -Develop confidence/skill with playground equipment
- -Develop eye-hand coordination
- -Complete cycle of activity

Fine Motor

- -Develop skills using classroom tools
- -Develop success with dressing skills
- -Eye-hand coordination
- -Concentration

Activities

-Running, jumping, climbing, hopping, ball play, balance beam, relays, obstacle course, exercises, creative movement, blocks /construction, riding toys, skipping, galloping, circle games, parachute.

Activities

-Cutting, pasting, painting, puzzles, stringing, pouring, play dough, dressing boards, coloring/markers, printing/pencil skills, peg work, sewing, manipulatives, scooping, sorting, spooning.

Intellectual Development: To provide an environment that fosters growth in language, math, science, sensorial skills and geography at developmentally age-appropriate levels for each individual child.

Math

-Problem-solving & creative thinking, math vocabulary, Understanding math

concepts & processes, recognition of symbols & quantities, Exposure to geometry: concept & vocabulary.

Language

- Pre-reading and reading skills, vocabulary, exposure to language concepts, exposure to phonics. develop motor skills for writing.

Sensorial

-Size, shape, color, and texture, vocabulary to describe sensorial concepts, develop an awareness of environment and materials in their surroundings.

Activities

-Pegs, quantity to symbol 1-5, quantity to symbol 1-10, sandpaper numerals, Geometric solids, sets, processes (add, subtract), money, time, thinking activities, symbols.

Activities

-Storytelling, flannel boards, puppets, board games, classification, rhyming, matching, sequencing, phonics, letter recognition, reading, printing.

Activities

Shapes, computer, board games, "what-ifs".

Objectives for Emotional Development:

To provide an environment that fosters an opportunity for growth in self-esteem.

-Develop a safe, secure, and predictable environment.

-Provide a warm, nurturing atmosphere.

-Provide opportunities for children to experience many

successes.

-Validate and respect the feelings of others.

-Develop an environment where a positive self-concept is

nurtured.

-Group times

-Storytime

- Free choice

- Sand/Water play

- Outside play

- Creative movement

- Dramatic play

- Blocks, music

- Large muscle

- Sharing opportunities

- Thinking skills.

Objectives for Social Development: To provide an opportunity for each child to develop growth in

relationships with peers, adults, and the environment, and to assist each child's progress through the "Five Stages of Play" by developing skills in,

1. Cooperation, taking turns, listening, and group skills

2. Problem-solving in interrelationships

3. Effective communication

4. Role-playing

5. Respect for self, environment, and others

-Free choice

-Large muscle time

- Large and small group time

- Home Living

- Sharing opportunities

- Service projects

- Music,

- Sand and Water play

- Snack time

- Stories

- Discussions

Through classroom centers and activities:

-Block/building

-Dramatic play

-Creative movement

Culturally Appropriate Activities to Promote Intellectual, Physical, Social and Emotional Development Activities that promote progress in 3, 4-year-olds in developmental domains:

Activities are documented using principles of authentic assessment and will be provided for parents to review during conferences in the Fall and Spring via teacher Observation Notes and Work Samples and the Learning Continuum.

Objectives for social/emotional development:

-Demonstrate increasing competency in recognizing and describing emotions.

Objectives for approaches to earning:

-Demonstrate ability to complete a task or stay engaged in an experience.

Objectives for language/literacy development:

Communicate information using home language and/or English.

Objectives for creativity and the arts:

Participate in art and music experiences.

Objectives for cognitive development:

Uses senses to explore materials and the environment.

Activities

-Sing songs/play games related to

emotions: happy, sad, angry, scared faces, etc.

- Create self-portraits
- Reading stories/ Storytelling using
- "I was (happy, sad, etc.) when..."
- Paint to music/ different emotions

- Put a puzzle together
- Storytime
- Play games, take turns
- Craft project with 3 steps
- Rhyming activities
- --Sing songs
- -Guessing Games ("I spy...")
- -Dictated stories
- -Sing a story
- -Clap in rhythm
- -Move to music
- -Create w/a variety of tools, materials and techniques
- -Collect objects for a nature hike
- -Child-directed manipulation
- of sensory objects/ materials
- -Experimentation w/objects
- stimulates auditory, olfactory
- tactile responses.

SOCIAL/EMOTIONAL:

Uses words to handle emotions

instead of actions

- Shares and takes turns
- Participates in group play

APPROACHES TO LEARNING:

- •Demonstrates problem-solving ability
- Seeks out new experiences
- Stays on task

LANGUAGE AND LITERACY:

- ·Identifies rhyming words
- Uses words and sentences
- •Demonstrates understanding of print concepts
- ·Recognizes letters, writes name

CREATIVITY AND THE ARTS:

- •Expresses self in creative ways
- •Demonstrates an appreciation

for art and creativity

COGNITIVE DEVELOPMENT:

•Demonstrates ability to count in sequence

·Counts objects

- ·Recognizes/duplicates patterns
- Sort objects/Identifies shapes
- Recognizes colors
- Understand the sequence of objects
- ·Uses senses to understand the environment
- ·Knows identifying information

(full name/address/phone/parent names)

PHYSICAL AND MOTOR DEVELOPMENT:

- -Able to perform basic large muscle motor activities
- -Uses tools for writing, drawing, cutting
- -Follows basic health and safety

Rules

-Can get dressed/ready Independently

D2. Developmental Goals for Toddlers and Twos:

Active Supervision: "Active Supervision" is the focused, intentional, and continual observation of young children by educators and program staff to ensure children of all ages are exploring learning environments in a safe manner.

Social/Emotional

Mobile Infants:

- -Are active, enthusiastic explorers who crawl, cruise, walk, and roll
- -Enjoy watching other children; begin to imitate.
- -Engage in social referencing, look at faces, recognize emotional expressions, and use this information to react to new situations and people -Increased mobility gives a new strategy for regulating emotions -Feel more capable and want to control actions and effects.

-React with frustration and sometimes anger when things do not go their way.

Toddlers

-More independence is explored as they learn about and responds to the feelings of others as they gain better control over emotions.
-Practice making decisions, doing things for themselves, and handling their emotions.

Two-year Olds

- -Increased language skills and vocabulary help to talk about feelings and themselves.
- -Become self-aware and understand adult expectations for their behavior and self-conscious emotions develop.
- -Develop empathy and begin to use words to
- express emotions as well as recognize and respond
- appropriately to the emotions of others.

Physical Development:

Mobile Infants

- -Skilled at pulling themselves up to stand, using support, and walking around objects from this position -Around one year, will begin to take first steps and walk without support, stacking blocks, and other toys.
- -The pincer grasp between the thumb and index finger becomes more coordinated.

Toddlers

- -Gross and fine motor skills have developed; walking, running, hopping, and throwing.
- -Fingers and hands are used to place puzzle pieces, make marks with a crayon, roll, pound, and squeeze playdough and paint.

Two-year Olds

--Start to combine various gross motor skills

during play and move more easily from running

to jumping and climbing.

- -Begin to coordinate arms and legs to try complicated tasks such as pedaling and steering a tricycle.
- -Find motor skills advance; scribbling, drawing, and stringing large beads

Cognitive Development:

Mobile Infants

-Show increasing ability to act intentionally, use tools and understand cause and effect.
-Often imitates the actions of others.

Toddlers

-Language and memory skills affecting "toddler thinking" i.e.: separation anxiety, understanding of people leaving and coming back.

Language Development:

Mobile Infants

- -Understand more than what they can speak.
- -Begin waving "good-bye" and pointing with the index finger.
- -Can respond to requests and questions by using gestures, sounds, and sometimes words.
- -At 1 year, may begin saying a few recognizable words.

- -Engage in lots of pretend play, exploring daily and special events with social roles.
- -Egocentric, believing they can control the world and

that everyone thinks and feels as they do.

Two-year Olds

-Better able to collect new information and link it to

-Enjoys looking at pictures in books, which helps to build a strong vocabulary.

Toddlers

- -Able to listen to and enjoy more complex stories.
- -Most have at least 50 words in expressive vocabulary by 18 months old.

what they already know.

-Consistent, predictable routines help with

understanding of time and order to daily events.

-Attention span increases, allowing more complex problem-solving and may investigate the cause when something unexpected happens.

-Begin putting two words together to express other thoughts, like, "Daddy go" or "Me do".

Two-years Old

-Continue to increase language skills, ability to

listen, and ability to speak.

- -Between 2 and 3 years, vocabulary continues to increase, and sentences become more complex.
- -Engage in conversations, offering ideas and asking questions.

E. Health Care Summary & Immunizations

Health Care Summary:

Must be completed by the child's healthcare provider and submitted within 30 days of the child's first day. \rightarrow *Updated annually.*

Immunization Record:

Required on or before the child's first day. Either:

- o Official immunization record, or
- A signed and notarized parental objection form

F. & G. Accident and Illness Policies

Minor Illness or Accident

- Sick/injured child is isolated but supervised at all times
- Child rests on a cot in a guiet area
- Parents contacted promptly; emergency contacts used if unreachable
- Staff provide any needed first aid and will call 911 if necessary
- Accident Reports:
 - Completed, signed by parent, and filed in both child's file and school-wide log
 - Accident log: The program conducts a daily inspection of potential hazards indoors and outdoors, to identify any recurring hazards.

<u>Serious Illness or Injury / Communicable Disease</u>

- Parents notified immediately if medical attention is required
- Written communication sent to families when children are exposed to contagious conditions
- Information provided includes symptoms and when to contact a healthcare provider
- Teachers notify parents about any illness, injury, or medical emergency

Emergency Medical Contact Info by Location:

<u>Area</u>	Medical Facility	<u>Phone</u>
White Bear Lake / Stillwater / Mahtomedi / Eagan / Forest Lake	St. John's Northeast	651-779-4400
	Lakeview Hospital	651-439-5330
Minnetonka	Gillette/Minnetonka Clinic	952-936-0977
Waconia	Ridgeview Medical Center	952-442-7850
Wayzata / Edina / Minneapolis	Fairview Southdale	952-924-5000
Savage / Apple Valley	M Health Fairview Ridge	952-892-2000

H. Administration of Medicine

• Prescription Medications:

Administered only with a completed authorization form and in original packaging with:

- o Child's name
- Dosage and administration instructions
- Over-the-Counter Medications:

Require written instructions from a physician and a completed medication form

Timeframes:

- o Medications valid for 2 weeks from prescription date
- Extensions require updated written permission
- Chronic conditions (e.g., asthma, diabetes): Health care plan valid for up to 6 months

Storage:

- Meds stored in a secure, labeled "medicine box" in classroom
- Accompanied by all necessary documentation
- o Portable with teachers on field trips/emergencies

I. Field Trip Policy (Discovery & Kinderstart)

- Permission Slips: Required for each trip and must be signed before departure
- Transportation:
 - o Bus only: Children riding the bus to a location must also return on the bus
 - o If riding with a parent, must return with that parent
- Parent Volunteers: Encouraged and appreciated
- Combined Classes: AM/PM sessions may be merged for field trips
- Fees:
 - Additional costs may apply (for buses, admission, etc.)
 - o If cost is a hardship, families are encouraged to reach out to their teacher or email: office@ladcfamilies.org

J. Research & Public Relations Policy

- Any involvement in research studies or media/public relations requires written parental consent
- Permission is event-specific
- Signed forms are stored in the child's file

K. Snacks/Lunches

- Snacks are served each session (a.m. & p.m.) The program provides snacks and milk. Snacks include cereal, crackers, fruit, vegetables, cookies, fruit snacks, raisins, and other items that meet the nutritional regulations established by the USDA's Child & Adult Care Food Program (CACFP).
- A planned snack schedule is sent home monthly.
- During the school year, The Discovery Center offers daily hot/cold lunches served by a qualified caterer.

- All food meets the NSLP (National School Lunch Program) guidelines, with fresh and wholesome menus and increased daily fruits and vegetables. Menus are available to meet dietary, allergy, or ethnic needs.
- For foods that are known to cause choking (i.e., hot dogs, grapes, carrots, chicken nuggets), teachers dice them into pieces small enough to chew/swallow. The use of popcorn, hard candy, nuts, and peanut butter is avoided.

For young children in feeding chairs with trays, staff will need to separate them with enough space in between so that food is out of reach for another child. The program has purchased rubber pads for wooden low chairs to lessen the possibility of children pushing chairs on hard-surface floors.

Child Meal Pattern Child Care Food Program

Milk 1% Pre School and Toddlers / Whole milk for 1-year-olds Federal regulations require that each child's lunch consists of items from the four food groups and meets the USDA's CACFP food guidelines. For menu ideas and nutrition information, please go to the USDA's website @ www.mypyramid.gov

	- Minimum Portion Size			
Breakfast erve all three components for a reimbursable meal.	Ages 1-2	Ages 3-5	Ages 6-12 and 13-1812	
Milk ³	4 fluid oz	6 fluid oz	8 fluid oz	
Vegetables, fruits or portions of both	1/4 cup	1/2 cup	1/2 cup	
Grains ^{5,6}	and the second second			
Whole grain-rich or enriched bread	1/2 oz eq	1/2 oz eg	1 oz eg	
Whole grain-rich or enriched bread product, such as a biscuit, roll or muffin	1/2 oz eq	1/2 oz eq	1 oz eq	
Whole grain-rich, enriched or fortified cooked breakfast cereal?, cereal grain, rice ant/or pasta	1/4 cup	1/4 cup	1/2 cup	
Whole grain rich, enriched or fortified ready to eat breakfast cereal (dry, cold)*:				
Flakes or rounds	1/2 cup	1/2 cup	1 cup	
Puffed cereal	3/4 cup	3/4 cup	11/4 cup	
Granola	1/8 cup	1/8 cup	1/4 cup	
Lunch and Supper erve all five components for a reimbursable meal.	Ages 1-2	Ages 3-5	Ages 6-12 and 13-18 ^{1,2}	
Milk ³	4 fluid oz	6 fluid oz	8 fluid oz	
Meat/meat alternate				
Lean meat, poultry or fish	1 oz	11/2 oz	2 oz	
Tofu, soy product or alternate protein product	1/4 cup	3/8 cup	1/2 cup	
Cheese	1 oz	1 1/2 oz	2 oz	
Cottage cheese		3 oz or 3/8 cup	4 oz ar 1/2 a	
Large egg	1/2	3/4	1	
Cooked dry beans or peas	1/4 cup	3/8 cup	1/2 cup	
Peanut butter or soy nut butter or other nut or seed butters	2 tbsp	3 tbsp	4 tbsp	
Yogurt, regular or soy, plain or flavored, sweetened or unsweetened*		6 oz or 3/4 cup		
Peanuts, say nuts, tree nuts or seeds*		3/4 oz = 50%		
Vegetables or 100% vegetable juice*	1/8 cup	1/4 cup	1/2 cup	
Fruits or 100% fruit juice 4,10	1/8 cup	1/4 cup	1/4 cup	
Grains*	415	1/2 oz eq	1 oz eq	
Whole grain-rich or enriched bread Whole grain-rich or enriched bread product, such as a biscuit, roll or muffin	1/2 oz eq 1/2 oz eq	1/2 oz eq	1 oz eg	

L. Behavior Guidance Plan (MN Rules, part 9503.0055, subparts 1-6)

The Discovery Center promotes a positive approach to managing the behavior of all children. All behavior guidance methods used are tailored to the developmental level of the children that the program is licensed to serve. These policies and procedures are in place to protect the safety of all children and staff and the goal is to limit or eliminate the use of suspension, expulsion, and other exclusionary measures.

The following techniques are implemented by Discovery Center staff as a positive model of acceptable behavior.

- <u>Prevention</u>: A well-designed environment prevents frustration, interruptions, and hazards. We strive to maintain stimulating classrooms so that children can engage in productive and positive activities.
- <u>Positive Redirection:</u> This technique involves redirecting unacceptable behavior to an acceptable alternative. We will recognize children for their appropriate behavior and successful interactions.
- <u>Modeling:</u> Teacher and peer-modeled appropriate behavior is provided to help the children pattern positive responses. When needed, staff will demonstrate (i.e., "gentle touches") to make an impression on children.
- <u>Boundaries:</u> The Discovery Center has clear and simple rules in each classroom. Such guidelines as "walking feet, inside voices, listening ears, and gentle touches" help the children to achieve acceptable standards.
- <u>Problem-solving:</u> We appeal to the child's growing intellectual and moral reasoning by using natural and logical consequences. Asking questions often helps a child to develop correct responses. We regularly remind the children to "use their words" to resolve issues.

Children are in the process of learning appropriate behavior. They constantly experiment with different types of actions and seek direction and limits. Our methods include recognizing and encouraging appropriate behavior as often as possible.

When inappropriate behavior becomes apparent, the following FIVE-STEP BEHAVIOR GUIDANCE PLAN is carried out by staff to ensure the safety of all the children and staff.

- 1. STEP ONE—TEACHER PRESENCE The teacher may need to stand near, look at, put a hand on the shoulder, etc. to show a child that their behavior is not acceptable.
- 2. STEP TWO—REDIRECTION The teacher leads the child to a new activity to avoid conflict; may separate from the toy, etc.

- 3. STEP THREE—PROBLEM-SOLVING WITH CHILD The teacher helps the child to solve problems, think of alternative solutions, models words to use instead of physical reaction, lets the child voice their feelings, and acknowledges other feelings, etc.
- 4. STEP FOUR—NATURAL AND LOGICAL CONSEQUENCES The teacher calls upon the child to assist in remedying the situation. (i.e., after a child intentionally knocks over another's toy blocks, that child would be asked to help pick them up, etc.) All consequences for unacceptable behavior are immediate and relate to the observed inappropriate behavior.
- 5. STEP FIVE—SEPARATION FROM THE GROUP No child will be separated from the group unless the following has occurred: Less intrusive methods, as listed in Steps 1 through 4, of guiding the child's behavior have been tried and were ineffective. The child's behavior poses a threat to the well-being of the child or other children in the group.

(Exclusionary measures are not considered until all possible interventions have been exhausted and there is agreement that seclusion is in the best interest of the child.)

A child who requires separation must:

- Be in an unenclosed part of the classroom where they can be continuously seen and heard by a staff member.
- Return to the group contingent on stopping or bringing under control the behavior that precipitated the separation and be returned to the group as soon as the behavior abates or stops.

SEPARATION REPORT: All separations from the group are documented on the Daily Log and include the following:

- The child's name; staff person's name; time; date,
- Information indicating that 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 or more times in one day, the child's parent will be notified, and the parent notification will be indicated in the Daily Separation Log.

(Children 6 weeks through 16 months will not be separated from the group as a means of behavior guidance.)

If a child is separated five or more times in one week, eight times or more in two weeks, the procedures under "Persistent Inappropriate Behavior" will be followed.

PROHIBITED ACTIONS: The Discovery Center prohibits the following actions by or at the direction of staff: No child will be subjected to emotional stress, which includes but is not limited to...

- Name Calling, Ostracism, Shaming, Spanking, Hair Pulling, or Ostracism
- Using language that threatens, humiliates, or frightens the
- Making derogatory remarks about a child or child's family
- Punished for lapses in toilet habits.
- Food, light, warmth, clothing, or medical care withheld as punishment for unacceptable behavior.
- No physical restraints will be used other than to hold a child to protect them from hurting themselves or others (see positive manual hold).

- No mechanical restraints will be used on a child, such as tying.
- Separating from the group, except as outlined in Step Five, "Separation from the Group."

No child will be subjected to corporal punishment. which includes but is not limited to...

- Rough Handling
- Slapping
- Shoving
- Kicking
- Hitting
- Biting
- Ear Pulling / Hair Pulling
- Pinching
- Shaking

PERSISTENT INAPPROPRIATE BEHAVIOR POLICY

When a child consistently demonstrates unsafe or inappropriate behavior, the following steps will be taken to ensure the safety and well-being of all children and staff:



Documentation and Observation

- The teaching team will observe and record incidents of persistent or unsafe behavior.
- Documentation will include the teacher's response to the behavior and be kept in the child's file.

Staff Communication and Support

- The Site Director will be informed and provided with the team's documentation and observations.
- The Site Director will offer feedback and guidance on alternative strategies for addressing the behavior.

Immediate Safety Concerns- If a child's behavior:

Poses a significant safety risk, or

• Requires the child to be separated from the group more often than is developmentally appropriate,

Then the parent may be asked to pick up the child for the day.

Parents will be notified of any separation, and it will be documented in the Separation Log.

- National Partnership with Families- If the child's behavior persists and is not responsive to our Behavior Guidance Plan:
 - A meeting will be arranged with the parents, teaching team, and the Site Director.
 - If needed, external professionals may be consulted to support the child's development and success.

Proactive Strategies Used by LADC

In line with recommendations from the American Academy of Pediatrics (AAP) and Minnesota Statutes, LADC implements the following practices to reduce the need for removals from the classroom:

- Early identification of developmental and behavioral challenges through screening and referral to evidence-based services.
- Use of proactive, positive behavior strategies in the classroom to reduce problem behaviors.
- Support for staff via behavioral consultants to strengthen early childhood mental health practices.
- Development of individualized behavior plans based on the function of the behavior and matched interventions.
- Referral to special education services when early intervention is appropriate.
- Referral to outside child mental health services for additional family support.
- Consideration of alternative preschool settings if LADC is not the most supportive environment, as supported by research from the Yale School of Medicine and AAP (Volumes 131:3 and 152:5).

Manual Restraint / Physical Hold: We promote the rights of children served and strive to protect their health and Safety during the "Emergency use of physical hold": Using a manual restraint/physical hold when a child poses an imminent risk of physical harm to self or others, and it is the least restrictive intervention that would achieve safety. The program staff will not use prone restraints on any child receiving services or care in the program. Exception: In the instance of a child rolling into a prone position during a restraint, the child must be restored to a non-prone position as quickly as possible.

(Property damage, verbal aggression, or a child's refusal to receive or participate in programming on their own do not constitute an emergency.)

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

Positive strategies and techniques are required before using a manual restraint/physical hold.

The following must first be used to attempt to de-escalate a child's behavior before it poses an imminent risk of physical harm to self/others:

- Follow the first 5 Steps of the Program Behavior Guidance Plan (Teacher Presence/Redirection/Problem-Solving/Natural and Logical Consequences)
- Other strategies that could be used include:
 - o Reinforce appropriate behavior.
 - Offer choices to the person, including activities that are relaxing and enjoyable.
 - Use positive verbal guidance and feedback.
 - Actively listen to a child and validate their feelings.
 - Speak calmly with reassuring words; consider volume, tone, and non-verbal communication.
 - Simplify a task or routine or discontinue until the child is calm.

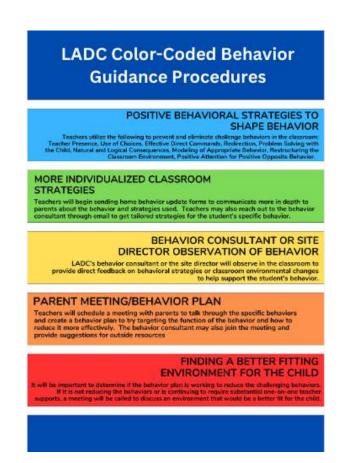
Physical contact or instructional techniques must use the least restrictive alternative possible to meet the child's needs. The following is allowed on an emergency basis when a child's conduct poses an imminent risk of physical harm to self or others and less restrictive strategies have not stopped the behavior.

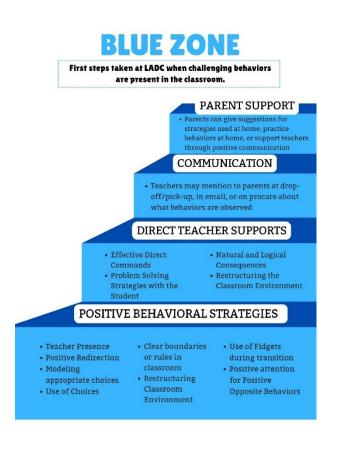
- **Physical escort**: physical intervention or contact used as a behavior management technique to guide or carry a child to safety or away from an unsafe or potentially harmful and escalating situation.
- One staff person provides arm restraint in a standing or seated position.

Manual restraint/physical hold is discontinued as soon as the behavior ceases.

A Behavior Update Report Form is completed after the use of a manual restraint/physical hold and includes:

- The names of staff and children involved in the incident.
- The positive/alternative measures from the Behavior Guidance Plan that were attempted to de-escalate the incident and maintain safety and identify when/how/how long the alternative measures were attempted before the physical hold was implemented. (If possible, an observing staff member will If If out the form and description.)
- The Behavior Update Report Form will be shared with and signed by the student's parents and filed in the student's file.
- The Site Director will be notified.





GREEN ZONE

Teachers move to this zone for behavior support when the universal positive navioral strategies are not reducing the behavior or the behavior happens with such intensity or is dangerous, it requires quicker targeted interventions.

PARENT SUPPORT

encouraged to work practicing new skills to replace challenging behaviors, even if the challenging behavior

COMMUNICATION

· Parents are expected to respectfully communicate with the teacher about the behavior problem and be responsive to the teacher's attempts to collaborate or connect

BEHAVIOR CONSULTANT SUPPORT

· The teacher may reach out to the behavior consultant for suggestions on how to help reduce the behavior. If the behavior consultant isn't available a site director. may also help give the teacher some strategies to try.

USE OF BEHAVIOR UPDATE FORMS

- · Teachers will begin sending out behavior update forms when a behavior is not responding as expected to universal positive behavioral strategies.
- Teachers may also need to document with behavior update forms if a behavior is dangerous or so disruptive that it requires a separation from
- · Parents will sign the behavior update form when picking up their child that day

Teachers move to this level of support for behaviors when a child has been

YELLOW ZONE

receiving consistent behavior update forms, the behavior is not improving, or the behavior is requiring a significant amount of one-on-one teacher support.

PARENT SUPPORT

Parents are encouraged to work on practicing new skills to replace challenging behaviors, even if the challenging behavior doesn't occur at home

COMMUNICATION

· Parents are expected to respectfully communicate with the teacher about the behavior problem and be responsive to the teacher's attempts to collaborate or connect

TEACHER IMPLEMENTATION

• The teacher will then implement some of the suggestions provided by the behavior consultant. The teacher will continue to communicate with parents about the behavior through behavior update forms or additional methods of communication.

OBSERVATION IN THE CLASSROOM

- · The teacher or site director will reach out to the behavior consultant requesting an observation of the student. Considering the behavior consultant is an LADC employee, it isn't a requirement that parents are informed about the observation Teachers will do their best to communicate with parents.
- If the behavior consultant is unable to observe within an appropriate timeframe the site director may also observe in the classroom.
- · All observations are informal and will not include any formal documentation of what was observed.
- · The observations in the classroom are used as a way to better examine the function of the behavior and provide suggestions for behavioral interventions.

ORANGE ZONE

Depending on the intensity of the challenging behavior, the steps in this zone may closely follow after the observation in the yellow zone. Otherwise, teachers move to this zone when an informal plan for addressing the challenging behaviors is not reducing the behavior or the parents request a meeting to collaborate.

PARENT SUPPORT

Parents are encouraged to work on practicing new skills to replace challenging behaviors, even if the challenging beha doesn't occur at home.

COMMUNICATION

• Parents are expected to respectfully communicate with the teacher about the behavior problem and be responsive to the teacher's attempts to collaborate or connect

OUTSIDE RESOURCES

· If relevant, the teacher or behavior consultant may suggest outside resources for the parents to look into as ways to support the child outside of LADC. This may include a special education evaluation, private Occupational Therapy, or Parent Child Interaction Therapy (PCIT)

PARENT MEETING/BEHAVIOR PLAN

- · A teacher will request a parent meeting to talk through a more formal plan on how to
- The parent meeting will be scheduled when a child is receiving frequent behavior update forms. A new method for tracking and communicating progress will be discussed at the meeting.
- A site director or the behavior consultant may also join the meeting to provide insight
- into the next steps on how to best support the child.

 All individuals present in the meeting will collaborate on create a behavior plan that specifically targets the suspected function of the behavior by identifying ways to prevent the behavior, appropriate replacement skills to teach, and ways to discourage the behavior

RED ZONE

The goal of the behavior plan, parent meeting, outside services, and support from the behavior consultant is to help make LADC an environment that helps the child be successful and thrive. Sometimes, LADC isn't the right environment for every child for a variety of reason

PARENT SUPPORT

COMMUNICATION

AFFECTING SAFETY/LEARNING OF OTHERS

- the following:

 consistently unsafe environment for other children to learn due to

NEEDS MORE INTENSIVE SUPPORTS

- behavior is to help provide more individualized support to the child to see if they are able to acquire the necessary skills to make LADC a good learning environmen
- If we are not seeing reduction in the challenging behaviors or the interventions are requiring extensive one-on-one support that is not sustainable in a general education preschool setting, a meeting may be requested to discuss alternative learning environments that are better fits for the child, outside of LADC.

When Behavior Impacts Enrollment in Supplemental Services SUMMER WOW

Summer WOW preschool camps are designed to provide continued learning for children during the summer. Considering Summer WOW is a camp format, different teachers often run it than during the school year, and with fewer support personnel.

Entrance into Summer WOW is not automatic for students who have been enrolled with LADC for the school year. Considering the shift in the environment and resources available to support teachers with behavioral challenges during Summer WOW, LADC evaluates whether each child's needs can be effectively supported during Summer WOW.

If your child has any current behavioral challenges or unique needs that require more one-on-one staffing, your child's teacher and/or site director may schedule a meeting or phone call to talk through whether Summer WOW is a good fit for your child. Parents are encouraged to proactively discuss their concerns with their child's teacher or site director if they believe their child's challenges align with some of the behaviors described below.

Some behaviors or situations that might warrant a conversation about placement in Summer WOW include conditions/behaviors that cannot be managed effectively by the Summer WOW staff or would pose a threat to the safety or consistent learning environment for your child, other children, or staff. Some examples include the following:

- · Unsafe behaviors that are not responding to teacher interventions
- · An active behavior plan that has not minimized behavioral challenges significantly enough
- · Frequent aggression towards other students or staff that is not developmentally appropriate
- · Difficulty transitioning with the group
- · Lack of parent collaboration to address the child's challenges in the classroom.
- · Recently graduated from Kinderstart and needing a more challenging environment to minimize boredom/attention-seeking behaviors
- · Difficulty adjusting to and respecting new teachers, etc.

New Behavior Challenges that Arise During Summer WOW

Considering the nature of Summer WOW, with fewer staff on site and the variability of staff teaching in each classroom throughout the summer, the site manager will determine if new, challenging behaviors can be effectively addressed with the available resources. If those behaviors cannot be managed effectively with the support and staff of the Summer WOW team, the family will be given a one-week notice for removal from Summer WOW camps.

EXTENDED CARE (EAP) AND CHILD-CARE ONLY DAYS

Extended Care (EAP) and Childcare Only Days are benefits provided by LADC for those who need wrap-around care to support a working household; however, they are not guaranteed.

Since LADC is first a school, our responsibility is to create a supportive learning environment for all children. If your child has current behavioral challenges that interfere with day-to-day classroom functioning, they may not be able to attend school outside core school hours or on childcare-only days until those behaviors are collectively resolved as a team. Longer days at school can contribute to increased behavior; therefore, reducing EAP hours may allow your child to utilize their efforts more effectively during core learning time.

Additionally, childcare only days and EAP time are less structured than core school academic time. This can create challenges for those with existing behavioral difficulties who respond to structured environments, where lead teachers maintain the rules and boundaries.

As a childcare-only day approaches, LADC will reach out to discuss their concerns if they are unable to support your child's behavioral needs effectively. Parents are encouraged to proactively discuss their concerns with their child's teacher or site director if they believe their child's challenges align with some of the behaviors described below and worry about their ability to attend an upcoming childcare day.

Some behaviors or situations that impact participation in Extended Care or Child Care Only Days include conditions/behaviors that cannot be managed effectively by the staff or would pose a threat to the safety of your child, other children, or staff. Some examples include the following:

- · Unsafe behaviors that are not responding to teacher interventions during core hours
- · An active behavior plan that has not minimized behavioral challenges significantly enough
- · Frequent aggression towards other students or staff that is not developmentally appropriate
- · Difficulty transitioning with the group
- · Lack of parent collaboration to address the child's challenges in the classroom.
- · Difficulty adjusting to and respecting new teachers
- · Struggles with being combined with children from another class, etc.

Lake Area Discovery Center is committed to every child's success, safety, and learning. If you are concerned your child is not thriving in the school environment and worried that they may not be able to attend some of the supplemental services described above, please reach out to your child's teacher or site director to create a plan together as a team to help support your child. Some additional ways that parents can always support their child's success at LADC include the following:

- Active/ongoing communication with your child's teacher: Share strategies, check in regularly on behavior, and respond to the teacher's messages.
- Consider outside resources: Initiate or follow up on suggested support for school success.
- Reinforce learning skills at home: Ask how you can help with behavioral goals at home.
- Stay positively engaged: Maintain a collaborative and supportive relationship with your child's teacher, even when facing challenges.

M. Pet Policy

Pets may be brought to "Show and Tell" at the Discovery Center only if:

- Animals appear to be in good health.
- Documentation is available to show that the animals are fully immunized (if the animal should be protected) and that the animal is suitable for contact with children.
- The Discovery Center staff will supervise all interactions between children and animals, instruct children on safe behavior, and ensure that any child who is allergic to a type of animal is not exposed.
- Due to the risk of salmonella poisoning, we refrain from using reptiles as room pets.

N. Parents or Guardians are free to visit the center anytime during the hours of operation.

- Parents may review the Child Care Program Plan and Parent Handbook anytime by emailing a request to mainoffice@ladcfamilies.org
- If parents have any questions or comments concerning the program that the site director/teaching staff haven't answered, they are welcome to call DCYF/Licensing (information below).

O. Department of Children, Youth and Families, Licensing Division #651-431-6015

P. Nap & Rest Program Policy (MN Rules, part 9503.0050 Minnesota Statutes, sections 245A.1435, 245A.146) Staff position themselves to always hear and see any sleeping or at-rest children, including when staff are engaged with other children who are awake.

QUIET / REST TIME POLICY- 3, 4, 5 YEAR OLDS

- Children who attend all day have a half-hour Quiet/Rest Time following lunch. This is a time for non-napping children to rest their bodies before starting afternoon programming. (Parents may request a nap for their child.)
- Children in Quiet/Rest Time will have the option of choosing a restful activity on a carpet square or mat, engaged in a quiet/rest activity.
- Quiet/Rest Activities vary daily and may include reading books, listening to stories, using a "Quiet-Time Bag" with small manipulatives, puzzles, games, or watching an educational movie.
- Lights/Partial Lights are on; Quiet/Rest Time Rooms are not dark. Children are seated, not lying down.
- If a child lies down and falls asleep/wants to nap during this time, they will be provided with a cot to lie on. If the child falls asleep, they will be allowed to sleep past the allocated 30 minutes until they wake up on their own.
- A child who is not asleep will not be required to remain on a mat or cot for more than 30 minutes.

- A floor mat map is followed to place children's mat/cot in quiet areas, physically separated from children who are engaged in an activity that will disrupt a napping or resting child.
- Mats/Cots are placed clear of aisles, allowing unimpeded access for both adults and children on at least one side
 of each piece of napping and resting equipment. Mats/Cots must be placed directly on the floor and are never
 stacked when in use. If bedding is used, it is separated for each child and washed weekly, or as needed when
 soiled or wet. Blankets, if used, are washed weekly and when soiled or wet.

NAP TIME POLICY FOR TODDLERS (EXPLORERS CLASSES) and NAPPING PRESCHOOLERS

- Toddlers and Napping Preschoolers who attend The Discovery Center all day have nap time for 2 hours following lunchtime. Parents may request that their children sleep longer than 2 hours.
- A floor cot map is followed to place children's cots in quiet areas, physically separated from children who are engaged in an activity that will disrupt a napping or resting child.
- Cots are placed clear of aisles, allowing 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 are never stacked when in use. If bedding is used, it is separated for each child and washed weekly, or as needed when soiled or wet. Blankets, if used, are washed or dry-cleaned weekly and when soiled/wet.
- A light source (lamp or overhead) will always be on in a classroom, regardless of rest/nap times.
- No soft items are allowed in the infant crib/sleep equipment (i.e., blankets, pillows, stuffed toys, etc.)
- Children who have completed a nap or rested quietly for 30 minutes WILL NOT be required to remain on a cot, in a crib, or a bed.

Children are welcome to bring special blankets, stuffed animals, pacifiers, or other comfort items from home. Separate bedding for each child is provided by the parent and washed weekly by the parent or more often when soiled or wet. Soiled or wet blankets and clothing are bagged and sent home to the parents.

Q. Communicating Concerns, Suggestions, or Grievances

(MN Statutes, section 245A.04, subdivision1, (d)

A parent's / guardian's suggestions and concerns are considered valid and will be addressed. Your ideas and feedback help us continually improve our program. We will work with you to resolve problems that may arise. To address concerns and suggestions at the most appropriate and effective level, we suggest the following:

- Parent(s) / guardian should direct any concerns by speaking or scheduling a conference with the Lead Teacher.
- If issues are not resolved (within one week) or you have additional concerns, parents/guardians are encouraged to contact the Site Director for more information or help. If the Lead Teacher is also the Site Director, parents/guardians are invited to contact the Executive Director via mainoffice@ladcfamilies.org.
- Continued issues not resolved within two weeks will result in a sit-down/in-person meeting with the lead teacher, site director, and/or program or executive director.

The Discovery Center staff encourages parents to raise concerns so that staff can work collaboratively with them to find mutually satisfying solutions to be incorporated into classroom practice.

R. Mandated Reporting of Maltreatment of Minors Policy

(MN Statutes, sections 245A.145, subdivision 1/245A.66, subdivision 1)

Parents are provided with these policies at the time of enrollment, as well as upon request by the teacher, staff, or the LADC Main Office.

https://edocs.DCYF.state.mn.us/Ifserver/Public/DCYF-7634A-ENG

Who Should Report Child Abuse and Neglect

Any person may report abuse or neglect voluntarily.

If you work with children in a licensed facility, you are legally required or mandated to report. You cannot shift the responsibility of reporting to your supervisor or 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 Children, Youth and Families, **Licensing Division's Maltreatment Intake line at 651-539-8222.**
- 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 or local law enforcement.
 - Dakota County: Non-Emergency 651-431-6015 / Child-Family Services 952-891-7480
 - o Ramsey County: Non-Emergency 651-266-4444 / Social Services: 651-266-8500
 - o Washington County: Non-Emergency 651-430-6457 / Social Services: 651-430-6455
 - o Carver County: Non-Emergency 952-448-4200 / Social Services: 952-361-1600
 - o Hennepin County: Non-Emergency 612-370-3879 / Social Services: 612-348-3552
 - o Scott County: Non-Emergency 952-445-1411 / Social Services 952-496-8686

If your report does not involve possible abuse or neglect but does involve possible violations of MN Statutes or Rules that govern the facility; you should call the Department of Children, Youth and Families, Licensing Division, at 651-431-6015

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 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 severe, or recurring, may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Department of Children, Youth and Families and by the Minnesota Department of Health, and unlicensed Personal Care Provider Organizations.

Retaliation Prohibited

Lake Area Discovery Center shall not retaliate against the mandated reporter for reports made in good faith or against a child concerning 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.

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 licensing 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 MN Statutes, section 245A.04, subdivision 14.

Providing Policy to Parents

• Licensed childcare centers provide the mandated reporting policy to parents of all children at the time of enrollment via the Parent Handbook, which is available upon request.

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:
 - o The related policies and procedures were followed.

- The policies and procedures were adequate.
- There is a need for additional staff training.
- o 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 are Completed

The Site Director (primary) and Regional Director (secondary) of the LADC program location will complete the internal review. If these individuals are involved in the alleged or suspected maltreatment, the LADC Licensing Director will be responsible for the internal review.

Documentation of Internal Review

The facility must document the 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, LADC will develop, document, and implement a corrective action plan to address any current lapses and prevent future lapses in performance by individuals or the license holder.

- Every employee is expected to perform at a high level. If an employee's performance does not meet the standards established for the position, they should seek assistance from their director to attain an acceptable level of performance. If employees fail to respond to or make positive efforts toward improvement, corrective action may ensue, including termination of employment.
- It is the policy of LADC to regard discipline as an instrument for developing total job performance rather than as punishment. Corrective action is one tool LADC may select to enhance job performance. LADC is not required to take any disciplinary action before making an adverse employment decision, including discharge. Corrective action may be in the form of a written or oral reprimand, notice(s) of inadequate job performance, suspension, discharge, or any combination of the above if LADC so elects. LADC reserves the right to discipline and determine the manner and form of discipline at its sole discretion.
- If employees violate established LADC procedures and guidelines, exhibit behavior that violates commonly accepted standards of honesty and integrity, or create an appearance of impropriety, LADC may elect to administer disciplinary action.

Discipline Action Example: After two employee incident accounts are on file, a thirty-day probationary period may be granted to allow the employee to learn, retrain, and show improvement in job performance to prevent discharge.

Thank you for choosing The Discovery Center!

The Discovery Center Childcare Program Plan is available upon request from parents or guardians.

If you have any questions about the contents of the Parent Handbook, Student Account, or Classroom/Program, please call or email the Lake Area Discovery Center Main Office 651-762-7884 / mainoffice@ladcfamilies.org.