



Child Development Laboratory School 2025-2026

Family Handbook

Institute of Child Development
College of Education and Human Development



Child Development
Laboratory School

UNIVERSITY OF MINNESOTA
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Child Development Laboratory School 2025-2026

Family Handbook

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Introduction

Welcome

Welcome to the Child Development Laboratory School (CDLS)! We believe that CDLS offers something very special in early childhood education: a program that fosters the individual uniqueness of each child as well as the benefits that come from being part of a community of learners; a program that fosters each child's unique spirit as well as their cognitive, physical, social, and emotional development; and a program with enthusiastic student teachers, offering UMN students their own excitement for learning and creative approach to learn how to teach. We hope all who become part of our community are nourished by our deep care and concern for the well-being of all children, families, and our staff.

Contact Information

CDLS is located at 921 17th Ave SE, Minneapolis, MN 55455. For general information, call the front desk at 612-625-2273. Email us at CDLS@umn.edu.

Annual Calendar

An [annual calendar](#) is available on our website and a printed copy is available at the front desk.

Mission and Values

Mission

CDLS is administratively housed in the Institute of Child Development within the College of Education and Human Development. CDLS is an early development model and demonstration program whose practices are guided by current research in child development. The program serves as the primary training site for teacher candidates in the Institute of Child Development's early childhood programs and is an active center for observation and research focused on early development, education, and high-quality care and education for young children.

Values

Relationships

- CDLS values the quality of relationships with all children, families, professionals, adult learners, community members, and researchers and believes these relationships are vital to sustain and grow the quality of the work.

- CDLS provides a context of warm, nurturing relationships and mutual respect, where program professionals and children are proactive agents in their own learning.

Culture

- CDLS places teaching and learning at the core of its practice. The ongoing process of reflection and collaboration facilitates a culture that promotes growth for children, families, professionals, and the University community.
- CDLS values opportunities to discover and share innovative ways to meet the highly diverse developmental needs of children.
- CDLS believes in being ecologically sustainable.

Social Responsibility

- CDLS commits to creating an equitable community that fosters diversity, ecological sustainability, and a strong partnership with the community.
- CDLS engages a diverse group of educators and families who engage in reflective practice and collaboration.

Research

- CDLS values generating, disseminating, and implementing new knowledge as a premier early learning environment.
- CDLS values the creation, dissemination, and application of new knowledge in all areas of the program's mission.

Program Oversight

CDLS is licensed by the Minnesota Department of Children, Youth, and Families (DCYF) and is accredited by the National Association for the Education of Young Children, with which our standards and practices are aligned. We are also a Minnesota Parent Aware four-star rated early learning center (the highest possible rating). CDLS is housed within the Institute of Child Development (ICD) in the University of Minnesota's College of Education and Human Development (CEHD).

Program Philosophy

CDLS' philosophical orientation is based on socio-cultural (children learn from others in their social world) and constructivist theories (children create their own meaning from their experiences).

Teachers

Teachers at CDLS see themselves as facilitators, co-researchers, and co-constructors of knowledge with children in areas of social, motor, language, emotional, behavioral, and cognitive development. Our teachers hold that children are born wired with the desire and curiosity to learn, focusing on the teacher-to-child relationships and child-to-child relationships as facilitators of this learning. The role of caregivers (teachers and family members) is to assist and facilitate development through their interactions.

Environment

The physical environment incorporates natural elements and provides a sensory-rich context for engaging children. The environment is seen as the “third teacher.” Therefore, attention is given to lighting, colors, natural elements (e.g., plants, wooden furniture, equipment, and intentional materials for problem solving), projects, activities, and the overall ambient tone of the room(s). Classrooms are designed to be inviting for children, teachers, parents, students, and researchers. Outdoor spaces are a salient component of our learning environment. They are considered an extension of our overall philosophy and approaches to learning. Spaces, both indoor and outdoor, are intentionally designed for use with pre-service teachers and for observational research. We select materials to connect with our environmentally sustainable ethics including using recycled or natural materials when possible and reusable dishes and silverware for meals. Recycling of materials and composting of food scraps and paper towels from handwashing is present in every space for children and adults.

Curriculum

CDLS uses an emergent curriculum that borrows from a number of different educational theories and models. The different approaches enable us to provide an evidence-based, tailored and individualized educational experience for the children, families, and cultural communities that we serve. Our play-based, emergent curriculum takes into account the interests of the children as well as [Minnesota's early learning standards](#). We are committed to offering a curriculum that centers the play of children in every learning experience. We see children's play as central to their learning in all developmental domains and include play both indoors and outdoors as an essential component of our curriculum.

Each team of teachers plans curriculum on a weekly basis, with a focus on extending children's interests so they are excited about what school has to offer. The teachers also seek to foster children's developmental skills and abilities such as social skills, self-confidence and emotional well-being, executive function, motor skills, creativity, reasoning, problem solving, memory, language, literacy, and mathematics.

Children are given hands-on learning activities that extend their understanding of specific concepts. These concept investigations frequently center around everyday experiences, and they are highlighted by engagement with the community in a variety of ways. Special consideration is made for creating a home–school connection by inviting families into the learning environment or through welcoming artifacts from home such as family photos or time to share items from a recent trip.

Diversity, Equity, and Inclusion

CDLS advances diversity, equity, and inclusion through our mission, vision, values, and action. Cultural diversity is a key component of our mission to provide equitable education for all children. We are committed to challenging societal norms that perpetuate systemic discrimination and inequity by honoring and celebrating children from myriad backgrounds of socio-economic status, family dynamic, race, and religious practices. Our program incorporates standards and ideals closely aligned with the National Association for the Education of Young Children’s anti-bias education initiative to ensure each child is revered as their own unique individual. We seek to cultivate a classroom culture that does not tokenize children or their cultural background and reinforces an authentic approach to open-ended activities. Through shared experiences, we believe children will increase their appreciation and ability to openly explore similarities and differences within themselves and their own communities.

Special Needs

We enroll children with special needs (i.e., those children with a generally recognized and persistent physical, mental, or emotional disability) whenever feasible for the child and the family. Our program uses an early childhood inclusion model, wherein young children with and without disabilities play, develop, and learn together. Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.

Technology and Screen Time Usage in CDLS Curriculum

CDLS prioritizes hands-on, interactive learning experiences and limits the use of screen time for young children. Screen time and media use are restricted to children over the age of two and are never used as a substitute for active, engaged learning.

Screens are used sparingly with children over the age of two, technology and media use are limited to no more than 30 minutes per day in part-day programs and 60 minutes per day in full-day programs. Any screen time is used intentionally, focusing on developmentally appropriate content that supports learning objectives and integrated into play-based learning experiences. Educators may incorporate limited digital tools that enhance collaboration, creativity, and problem-solving rather than passive consumption.

Guidance and Challenging Behaviors

Our primary goal for behavioral guidance is to create a warm and nurturing climate where all of the children and adults feel safe and accepted as we guide children toward the development of self-regulation. The development of self-regulation is a life-long process and one that is closely correlated empirically with cognitive development, self-esteem, self-awareness, and empathy. We work toward helping children to like and value themselves and to understand and care about the well-being and rights of other people as well as to support their growing ability to focus and direct their own actions with increasing skill.

To accomplish these goals, the adults practice skills for achieving open, honest, and genuine communication. These skills include active listening, sending non-judgmental messages about the effects of behavior, and problem solving in an open-ended manner without exerting unnecessary control over the outcomes. Positive contacts with each child during every session establish trust and set the stage for discussing feelings and behavior. Alternative behavioral strategies may be used to meet the children's needs. These strategies include redirection toward constructive activity, scaffolding in constructive social strategies, and providing immediate and directly related consequences for challenging behavior.

History

CDLS is a premier early childhood education organization that provides University and community families with three models of high-quality, research-based, full-day and part-day programs serving up to 240 children. CDLS also provides research and community engagement opportunities.

CDLS grew out of the University of Minnesota's Laboratory School, which was founded in 1925 as part of ICD. One of the earliest laboratory schools in the United States, it has been in continuous operation as a University and community resource since that time and has been integral to ICD's research and teaching programs. In June 1987, the University Board of Regents renamed the Lab School in honor of Professor Emerita Shirley G. Moore's significant contributions to the field of early childhood education. The Lab School served as a living laboratory and applied research site for ICD's top-ranked developmental psychology program, and as a training site for early childhood education students; CDLS continues to fill these roles.

In 2022, the Shirley G. Moore Laboratory School merged with the Child Development Center (the full-day early childhood education center for University-affiliated families) to form the Child Development Laboratory School. Also in that year, the Dakhódiapi Wahóhpí, or Dakota Language Nest program (“the Nest”), was established at CDLS as part of the University’s commitment to supporting the revitalization of indigenous language and culture as a land grant institution.

Program Staff

Each full-day class is staffed by one or two lead teachers, one or two assistant teachers, and University student employees as needed. Each part-day class is staffed by a lead teacher and two or three teacher candidates. In the part-day classes, the lead teacher remains with the children through the entire school year, and the teacher candidates change twice per year, about every 16 weeks. In the event teacher candidates are not available, well-qualified assistants are hired.

In addition to the classroom teachers, administrative and support staff are here to make your experience at the CDLS successful. We believe the most important quality of the staff is their warmth and sensitivity to the needs of young children and their families. All program staff must pass a University and DCYF background study and receive an initial orientation to CDLS’ program, policies, and practices. For complete bios and contact information for staff, please [see our website](#).

Application, Admission, and Enrollment

Application

Full-Day Program

Students, faculty and staff at the University of Minnesota may apply to join the applicant pool for the full-day program. It is not open to members of the broader community. The date of application, preferred start date, and the age of the child will be used to place eligible children from the applicant pool into open spaces as they occur throughout the year. Placement is further determined by these criteria in the following priority order:

1. Child of a full-time CDLS staff member.
2. Internal movement. This includes moving a child from a younger classroom to an older classroom on the basis of the child’s age and available opening. It also includes a child moving from the part-day to the full-day program or the Nest, or from the full-day to the part-day program or the Nest. Such internal moves may take place after one academic year or two semesters of attendance in any program.
3. Previously enrolled child returning from an approved and paid leave of absence.

4. Sibling of a currently enrolled child.
5. Sibling of a previously enrolled child, or the child of a CDLS alum.
6. New child currently in the applicant pool.

Affiliation and Eligibility Requirements

Families applying to join the applicant pool for the full-day program must have proof and be an affiliated member of the University of Minnesota community. Eligibility requirements may be waived for students during the summer months up to August 1. CDLS will expect appropriate affiliation of parents and legal guardians of children enrolled in the summer months to be proven.

Part-Day Program

All members of the community may apply to join the part-day program. Applications open for the fall term on March 1 of that year. The date of application and the child's age will be used to place children. We also give priority to achieving a balanced age, gender, and race/ethnic mix among enrolled children. Placement is further determined by these criteria in the following priority order:

1. Child of a full-time CDLS staff member.
2. Internal movement. This includes moving a child from a younger classroom to an older classroom on the basis of the child's age and available opening. It also includes a child moving from the part-day to the full-day program or the Nest, or from the full-day to the part-day program or the Nest. Such internal moves may take place after one academic year or two semesters of attendance in any program.
3. Previously enrolled child returning from an approved and paid leave of absence.
4. Sibling of a currently enrolled child.
5. Sibling of a previously enrolled child, or the child of a CDLS alum.
6. New child in the applicant pool.
7. In determining placement for the multi-age morning classes, priority is given to:
 - a. Children currently enrolled in that class time.
 - b. Eligible siblings of currently enrolled children.
 - c. Children who will start kindergarten the following school year.

We fill remaining openings through a random drawing from the applicant pool. If your application is not selected during the initial enrollment period, you will be entered into a random drawing for open positions. Applications remain active throughout the academic year. We contact families if a space becomes available. The school staff make all final placement decisions.

Dakhódiapi Wahóhpi | Dakota Language Nest

All members of the community may apply to join the Nest. Applications open for the fall term on March 1 of that year. The date of application and the child's age will be used to place children. Placement is further determined by these criteria in the following priority order:

1. Child of a full-time CDLS staff member.
2. Internal movement. This includes moving a child from a younger classroom to an older classroom on the basis of the child's age and available opening. It also includes a child moving from the part-day or full-day program to the Nest, or from the Nest to the full-day or part-day program. Such internal moves may take place after one academic year or two semesters of attendance in any program.
3. Previously enrolled child returning from an approved and paid leave of absence.
4. Sibling of a currently enrolled child.
5. Sibling of a previously enrolled child, or the child of a CDLS alum.
6. New child in the applicant pool.
7. In determining placement for the multi-age morning classes, priority is given to:
 - a. Children currently enrolled in that class time.
 - b. Eligible siblings of currently enrolled children.
 - c. Children who will start kindergarten the following school year.

We fill remaining openings through a random drawing from the applicant pool. If your application is not selected during the initial enrollment period, you will be entered into a random drawing for open positions. Applications remain active throughout the academic year. We contact families if a space becomes available. The school staff make all final placement decisions.

Admission and Enrollment

Full-Day Program

Families are notified by the outreach coordinator when a space is available and are given 48 hours to accept the offer. At the time of acceptance, a non-refundable enrollment fee of \$200 is charged and will be applied to the first bill. Enrollment of a sibling also requires a \$200 enrollment fee, which will be applied to the next bill.

Enrollment Meeting

The time and date of the enrollment meeting is set by the outreach coordinator. This meeting is to review enrollment forms and the CDLS's policies. This meeting is for families and administrators; no children attend. Enrollment of siblings does not require another enrollment meeting.

Classroom Welcome Meeting

For this *initial meeting* it is preferred that the child attend to get to know the environment of their classroom. Welcome meetings are required for siblings of currently enrolled children. Families receive a Child Development Program Plan from the child's teacher.

Affiliation and Eligibility Requirements

Families enrolled in the full-day program must have proof and be an affiliated member of the University of Minnesota community. Eligibility requirements may be waived for students during the summer months up to August 1. CDLS will expect appropriate affiliation of parents and legal guardians of children enrolled in the summer months to be proven.

It is the responsibility of the parent or legal guardian to notify the Outreach Coordinator if loss of affiliation occurs at any time. A two-week notice of termination of child care services will be given in situations where affiliation requirements are found not to be met and the Outreach Coordinator was not informed in writing by the parent or guardian of the loss of affiliation.

If the parent or legal guardian has notified the Outreach Coordinator of loss of affiliation and this is the first occurrence of non-affiliation during the entire length of the enrollment of the family, child program services may be continued until the end of the semester. If re-affiliation is proven for the next semester prior to the child's last day, child care services may continue.

Applying for a waiver of affiliation

To apply for a waiver of affiliation, please email the outreach coordinator and state which semester the waiver would apply to. The outreach coordinator and director will discuss your request and set up a meeting with you to discuss the circumstances surrounding the situation. The outreach coordinator will make a recommendation to the director. The director may accept or reject the outreach coordinator's recommendation. The outreach coordinator will communicate a final decision to the parents within five business days of the meeting.

In circumstances of bereavement and loss of an affiliated parent and in the event that a family's waiver request is denied, the family may submit a final appeal to the director.

Part-Day Program

Families are notified by the outreach coordinator when a space is available and are given 48 hours to accept the offer. At the time of acceptance, a non-refundable enrollment fee of \$200 is charged and will be applied to the first bill. Enrollment of a sibling also requires a \$200 enrollment fee, which will be applied to the next bill.

Home or classroom visits

Home or classroom visits are scheduled for all children and their families during the two weeks before the fall term begins or prior to enrollment for families joining the program later in the year. The purpose of this meeting is to allow the child and family to become acquainted with the teacher and begin to establish a trusting relationship. It also gives families and teachers an opportunity to exchange information.

Dakhódiapi Wahóhpi | Dakota Language Nest

Families are notified by the outreach coordinator when a space is available and are given 48 hours to accept the offer. Please note that the \$200 enrollment fee per child is waived for children enrolling in the Dakota Language Nest due to grant funding from the Minnesota Indian Affairs Council.

Home or classroom visits

Home or classroom visits are scheduled for all children and their families during the two weeks before the fall term begins or prior to enrollment for families joining the program later in the year. The purpose of this meeting is to allow the child and family to become acquainted with the teacher and begin to establish a trusting relationship. It also gives families and teachers an opportunity to exchange information.

Withdrawal

When you wish to discontinue enrollment at CDLS, submit a written notice to the outreach coordinator at least four weeks before your child's last day of enrollment. If you give less than four weeks' notice, you are still responsible for paying the remainder tuition for four weeks from the date when you notify us. All tuition and fees must be paid on or before the child's last official enrollment day.

Teachers will make every effort to make your child's last day very special.

Tuition

CDLS relies on tuition for most of its operating expenses. It is essential that tuition be paid promptly and regularly. New families will receive an initial bill prorated from their child's start date.

Tuition is based on CDLS's schedule rather than on your child's actual attendance. Days when children do not attend CDLS due to illness, vacations, holidays, staff development days, and emergency closings are billed as usual. There is no reduction in tuition for days when a child is absent or days the school is closed.

Details about tuition and financial aid are online for the [full-day program](#), [the part-day program](#), and the [Nest](#).

Billing

Billing is done by the College of Education and Human Development Financial Services Office. Billing statements are emailed to the University-affiliated family member's University email. Please alert the outreach coordinator of any changes in email address. Payments can be made [via credit card online](#).

Payment is due upon receipt by the Friday after the University payday and will be considered past due if not received by 11:59 p.m. A late charge of \$30.00 will be added on the next billing statement and the balance must be paid in full within five program days or child care services may be terminated. Unpaid bills are referred to the University's business office for collection. This may result in a legal action being taken, including garnishment of wages by the University.

If special circumstances occur and you cannot follow the fee payment policy or plan, you must discuss this matter with the billing specialist or the outreach coordinator immediately. Any discrepancies or disagreements concerning your billing statement should also be discussed immediately with the billing specialist.

Practices and Procedures

Child Development Program Plans

Each age group (infants, toddlers, and preschoolers) has a program plan that is given to families upon their child's enrollment into that age group. This plan describes all aspects of the age group: developmentally appropriate goals and objectives, recording and reporting of children's developmental progress (social, emotional, physical, and intellectual growth), involvement and responsibilities of families, staffing, and the classroom's daily schedule. Please refer to the program plan whenever you have questions about your child's classroom, or discuss your questions with the classroom teacher.

Behavior Guidance and Discipline Policies

Our curriculum and environment are planned to promote positive and enjoyable learning experiences for the child and positive interactions between adults and children. Our guidance goals are twofold: creating a warm and nurturing climate where all children and adults feel safe and accepted and secondly, guiding children toward the development of positive self-control. This second goal is a life-long process and one that is closely correlated empirically with cognitive development, self-esteem, self-awareness, and empathy. We work toward helping

children to like and value themselves and to understand and care about the well-being and rights of other people, as well as support their growing ability to focus and direct their own actions with increasing skill.

To accomplish these goals, the adults practice skills for achieving open, honest, and genuine communication. These skills include active listening, sending non-judgmental messages about the effects of behavior, and problem solving in an open-ended manner without exerting unnecessary control over the outcomes.

On very rare occasions, a teacher may feel it is necessary to remove a child from the group. However, an adult would remain with the child until the child is ready to re-enter. Our policy is to have ongoing discussions so that together families and teachers can work out solutions.

If teachers or caregivers have questions or concerns about a child's development, we will begin conversations for referral for special needs services. Our goal is to help your child get the assessment, intervention, and care that is developmentally appropriate for their needs, if possible before the age of three. Early intervention is always best because it has better outcomes and gives more time for your child to be school-ready. CDLS commits to having staffing levels and training appropriate to support children, families, and teachers throughout this process.

CDLS supports children with challenging or hurtful behaviors such as biting, hitting, or kicking. We understand these are a young child's inexperienced attempt to communicate their immediate needs or frustrations. The teacher's role is to observe and note the time, location, and circumstances when they occur, and to anticipate problematic behavior to take steps to prevent it and to create an environment that is organized and engaging for the children in the classroom. The teacher's role is also to effectively intervene to keep all children safe in the classroom. We support and assist children in their interactions with one another to help build their skills around these challenging behaviors. We work to meet and satisfy childrens' needs and desires while modeling appropriate behavior and giving them opportunities to exercise and strengthen their competency in conflict resolution, self-regulation, and self-calming to bring down their arousal state. Our guidance and discipline policy goal and our practices are to eliminate the use of suspension, expulsion, and other exclusionary measures. For licensing information, please see the [Minnesota Department of Children, Youth, and Families \(DCYF\) Rule](#).

Assessment and Conferences

We see assessment as an integral part of our program that provides a road map to develop curriculum and support children's learning. Teachers "use assessments to refine how they plan and implement activities to integrate their teaching and the curriculum. Teachers meet regularly to do this for their classroom and develop short and long-range plans for each child and the group based on children's knowledge, skills, interests, and other factors" (*Developmentally*

Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, NAEYC, 2009).

Assessments are done on an ongoing basis, and they are done naturally, that is, children are not put in a “testing” situation. CDLS uses the Work Sampling System (WSS)® for assessment in the preschool classroom and the Ounce Scale in the infant and toddler classrooms. These assessments are used to guide curriculum development to meet individual child, classroom community, and program goals and support children’s interests and needs. As described in the teacher manual, “Its purpose is to assist teachers in documenting and evaluating students’ skills, knowledge, and behaviors using actual classroom-based experiences, activities, and products” (*Work Sampling System Teacher Manual, 2013*).

The WSS domains align with the program goals in the areas of social-emotional, cognitive, language/literacy, physical, and creative development. During the class day, children are observed in several areas of development three times per year in the fall, winter, and spring. Each child’s assessment materials will be kept in a password protected digital format or in a secure file in the teacher’s office or classroom. All teaching staff will receive annual training on using the WSS to conduct child assessments.

In addition to the WSS, a short narrative developmental summary of each child is completed during the winter/spring of each year that gives a brief overview of their development. If, through observations, a developmental screening or referral for diagnostic assessment is suggested, teachers will communicate directly with families in person or via telephone to discuss resources in their area. Assessments will be made available in the family’s home language upon request.

Teachers document development and conduct assessments through daily interactions; journals; photos; checklists; drawings; quotes; dialogues; individual, large-, and small-group activities; projects; and work samples (for older children). Teachers assess children individually and look at how they work with other children, in groups, and with assistance (scaffolding). They also look at the group profile. Observations are shared with families during conferences, and families are encouraged to contribute to the process with their reports and examples of the child’s behaviors and work outside of school. Assessments and conferences are made available in the family’s home language upon request. Assessment as a whole informs and influences curriculum.

Only teaching staff, school administrators, and families have access to a child’s developmental profile. If teachers’ observations suggest that a developmental screening or referral for diagnostic assessment would be appropriate, teachers will communicate this directly to families in person or via telephone and will discuss resources in their area. We recommend that all children receive an early childhood developmental screening soon after their third birthday. More information on early childhood screening is available from the [Minnesota Department of Education](#), including [a video](#).

Documentation

We utilize documentation to share our curriculum with families and the community throughout the building and on Storypark. When we take the time to record children's words and carefully display their work in the classrooms and hallways we are sending a powerful message about the value of their work. The process of documentation gives children the message that we take them seriously. It tells them that they have something worthwhile to contribute. It tells them that we value their ideas. All of these messages contribute to their sense of accomplishment and self-confidence as capable learners. When teachers make children's thought processes visible through their documentation, they are promoting children's metacognitive skills (thinking about thinking). When children talk about their thinking and their learning, they learn better and they learn more. Talking about what they know elevates children's understanding from merely intuitive to fully conscious. Knowledge that is fully conscious can be retrieved and applied in meaningful ways.

The goal of documenting is to capture and make visible children's interests, ideas, theories, learning, and learning process. All children have ideas and theories about the world, but some are limited to nonverbal means of communication. Through photographs, samples of children's work, direct quotes from verbal children and teachers' interpretive comments, documentation "tells the story" of the children's experience. Documentation is not a direct assessment; rather, it is an illustration of the power and richness of children's learning in the context of relevant, meaningful activity. It is a record, shared in a visual way that others can understand, of what happened in the shared experience, focusing specifically on the children's attempts to master a skill or concept and the process of this effort, on children's involvement and persistence in making discoveries and solving problems, or on how children worked together to reach a common goal.

Children with Special Needs

We use an early childhood inclusion model wherein young children with and without disabilities play, develop, and learn together. Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.

The CDLS enrolls children with special needs (i.e., those children with a generally recognized and persistent physical, mental, or emotional disability) whenever feasible for the child and the school. Some children with special needs who are enrolled in the program are referred by county or state agencies such as a public school district, but families may enroll their child providing they submit an appropriate statement from their child's physician or a referring agency,

indicating the child's needs, and any program modification necessary for the child's use of the program. In cooperation with the family and consultant, an Individualized Education Plan or Individual Family Service Plan and a child care service plan will be developed to meet the child's individual needs. The CDLS partners with schools to provide special needs services and provides a special education liaison to coordinate services between teachers, families, and school district staff.

Research

Research is another major purpose of CDLS. Enrolled families are expected to consider participating in various research projects throughout the year. Faculty and graduate students from ICD and other University departments conduct these research projects.

Observation booths are located adjacent to some classrooms. These booths are regularly used by graduate students and faculty conducting naturalistic observations, by undergraduates studying education or child development, by families, and by members of the community. Family members can use the booths to observe and give feedback to the classroom teachers. Name and time of entry must be indicated on forms provided inside the observation booth. These forms are used to tabulate the profile of observers and to provide other pertinent statistics. Family members are welcome to observe at any time classes are in session.

At the beginning of the school year, families are asked to sign a consent form allowing their child to participate in research. For certain research projects, as noted in the consent form, this general permission is not adequate. In that event, families are requested to sign another form allowing their child to participate in a specific research project. Families may opt out of specific projects if they choose to do so. While families may request that their child not participate in a particular research project, it is expected that all families of enrolled children will consider each project and that all children will be participants in studies involving observation.

Any faculty member or student sponsored by a faculty member who wishes to do a study with a research population at CDLS should follow the procedures listed below.

1. Pre-review by CDLS
 - a. Read the description of research procedures covered by the general consent (Form: Procedures Covered by General Consent). If your study falls within these parameters then you will not need to obtain individual written consent from the parents. If they do not, then individual consent will be required. Whether or not they fall within the procedures parents have consented to will be determined during pre-review.
 - b. Complete the Request for Research Population (RFRP) form.
 - c. If your study will involve observations, review the Observation Procedures Handout form.

- d. Return the completed RFRP form to the CDLS PI. The CDLS PI will review the RFRP, and a decision will be shared within two weeks.
2. Once you have been notified of the results of the pre-review, complete your IRB application. Include in your application the following forms to facilitate IRB approval.
 - a. Letter from CDLS agreeing to participate and indicated the level of consent required. You will have received this letter with your notification of approval following your pre-review.
 - b. CDLS form Description of Research Procedures for Child Development Laboratory School.
 - c. Copy of most current copy of the Parental Research Consent form.
3. Finalized approval and coordination with CDLS
 - a. Submit information on IRB approval and arrange a meeting with the CDLS PI to review the research protocol and get any help needed to ensure children will want to participate in the study.
 - b. Download Steps for Conducting Research in the Child Development Laboratory School.
 - c. Each member of the research team that will be in the classroom or will have direct contact with children (this does not include individuals who will only be observing from the booths or one way mirrors) must contact the ICD HR representative to schedule a Department of Children, Youth, and Families (DCYF) background study at least 10 days prior to their being in the classroom/contact with children. Payments must be made by the individual or department via credit/debit card; your laboratory or departmental purchasing card can be used for this purpose. Note that ICD seed funds may cover these costs for ICD student research (contact the research committee).
 - d. Once step "c" is completed and the start of data collection is determined in consultation with the CDLS PI, the approved RFRP and parent letter will be distributed to all families whose children may be part of the research pool.
 - e. Create an 8.5x11 digital flier with the name of the Principal Investigator or sponsoring faculty member and names and photos of all members of the research team who will be collecting data at the CDLS. Submit the poster to the CDLS PI. This flier will be posted on the parent bulletin board along with a copy of the approved RFRP.
4. Progress reports and study completion
 - a. Researchers are required to keep the CDLS apprised of the progress of their study. If the only participants are CDLS children, a copy of the annual report to the IRB will suffice. If the CDLS children are a subset of the children in the project, supply the annual report to the IRB plus additional information on CDLS children's participation.

- b. Researchers are required to report to the CDLS PI any adverse events occurring as part of the project and to supply a copy of the information sent to the IRB plus any communication from the IRB regarding the incident.
- c. Researchers are required to inform the CDLS when data collection on the project is completed.
- d. Researchers are required to supply a general description of the findings of the study to be sent to the parents. The information may also be used by the CDLS in its reports to the IRB and in its newsletters to parents and staff.
- e. Although not a requirement, the researchers are strongly encouraged to arrange to meet with the parents and/or staff to report on the results of the study.

Typically four to six research studies a year are conducted at CDLS, but not necessarily in all classrooms. It is expected that most children will participate in some sort of research project by the end of the year. However, the welfare and comfort of any child is foremost. Most children do seem to enjoy these novel experiences. A list is kept of how often each child participates and it is posted in the classroom. Before studies are initiated, a summary of the proposed research (a Request for Research Population) is sent home to all families in the participating classrooms. All studies are also posted on the Family Bulletin Board, which is located in the hallway outside of the research suites. Families with questions or concerns or who wish to opt out of a specific study may contact their child's teacher, the CDLS principal investigator, or the faculty member conducting the project. Families will also be informed each time their child participates in a (non-observational) research project by receiving a note at the end of the day.

Background Checks

Anyone who works directly with children at CDLS (including teachers, students, faculty, and researchers) has passed a criminal background check conducted by DCYF and completed a Confidentiality Statement. Anyone who has not undergone a background check (such as a classroom volunteer) will be supervised at all times and not left alone with children.

Confidentiality Statement

Here is an excerpt from the Confidentiality Statement that all CDLS staff sign off on during their orientation.

- 1. I will treat the children and families involved in the School with respect, realizing that I might not agree with their perspectives.
- 2. I will not discuss any details regarding children or families with individuals who are not Lab School staff members.
- 3. If I am asked questions about the children, or for my opinions about the children, I will direct those questions to the Lead Teacher or the CDLS Director.

4. I will not make copies of any school materials or children's files for personal use. Violation of this guideline is grounds for dismissal from the program and for disciplinary action.
5. If I have contact with families or guardians in the school, I will not reveal any information about children/families.
6. If an uncertain situation arises regarding confidentiality, I will immediately address questions to the Lead Teacher or the CDLS Director.

Teacher Training

A major function of CDLS is training future early childhood educators, including undergraduates [majoring in early childhood](#) and graduate students in the [early childhood education \(MEd\) program](#) at ICD. Students are assigned to teach with a qualified cooperating teacher for a semester. During this period, the teacher works with the students to help them develop teaching competencies. As part of their experience, teacher candidates plan, implement, and evaluate individual and small group activities. They are also expected to assume the responsibilities of the teacher for two weeks during the term. Thus, the curriculum in each classroom reflects the interests and needs of these students, as well as those of the teacher. The presence of student teachers in our classrooms makes for innovative and enriched programming for children.

Visitors/Tours

All tours and visits must be arranged in advance. Tour times vary depending on the schedules of the classrooms. Families and prospective families schedule tours with the outreach coordinator. University and community members are encouraged to schedule a tour with the director. Visitors must check in at the reception desk upon arrival.

General Family Information

Hours of Operation

Our building is open from 7:30 a.m. to 5:30 p.m. Card access to the building is available to families during this time. Children are the responsibility of their caregivers outside of their program's operating hours. Caregivers are required to accompany their children into and out of the building at all times. Caregivers and children should leave CDLS by 5:30 p.m.

Full-Day Program

Hours of operation are from 7:30 a.m. to 5:30 p.m. The time before and after hours are meant for the teaching staff to prepare and close down the environment and to complete safety checks of the classrooms and playground. Children are the responsibility of their caregivers before and

after the official opening and closing times. Caregivers are required to accompany their children into and out of the building at all times.

Part-Day Program

Your child's teacher will work with you to determine your child's first day of school.

Daily schedule

	Morning classes	Afternoon classes
Arrival	8:30-8:45 a.m.	12:30-12:45 p.m.
Class time	8:45-11:15 a.m.	12:45-3:15 p.m.
Departure	11:15-11:30 a.m.	3:15-3:30 p.m.

Dakhódiapi Wahóhpi | Dakota Language Nest

Hours of operation are from 8 a.m. to 5 p.m. The time before and after hours are meant for the teaching staff to prepare and close down the environment and to complete safety checks of the classrooms and playground. Children are the responsibility of their caregivers before and after the official opening and closing times. Caregivers are required to accompany their children into and out of the building at all times.

Operational Calendar

The family calendar is posted in the reception area and [on our website](#).

The full-day program is open Monday through Friday, with closures on University holidays, and eight days a year for staff professional development. Please see the [Family Calendar](#) for the full schedule of closures.

The Nest program follows the University of Minnesota academic calendar, running September-May with a winter break and a spring break. Additional summer experiences may be provided.

The part-day program follows the University of Minnesota academic calendar running September-May with a winter break and a spring break. Additional summer experiences may be provided.

School Closures

Unplanned school closures will be broadcast on WCCO. Families will also be notified via email, One Call Now, and Storypark.

In case of severe weather, our policy generally coincides with when the University of Minnesota is closed for in-person learning. Even when the school remains open, we encourage families to use their own judgment in determining whether their child will attend if the weather or road conditions are hazardous.

Classroom Placement/Movement

We believe that the placement of individual children in classes is an important component of creating a positive learning environment for all children. For the full-day program, chronological age, by date of birth, is a major factor determining who will move from a younger classroom to an older classroom when an opening becomes available. Movement between the age group areas (from infants to toddlers, or from toddlers to preschool) is based on the availability of an opening and the age of the child. Movement from the younger room to the older room within an age group area is determined by the outreach coordinator, program directors, and primary teachers. An exception may be made to chronological age movement if the teacher, family, and program director agree to have the child wait in the younger area until they are developmentally ready to move. Exceptions could be made to avoid having the child go through a transition prior to leaving the program or to complement room dynamics. The program director will notify families when movement is going to occur. We understand that some caregivers have an interest in suggesting a particular classroom. However, caregiver preference is not a consideration for movement.

For the part day program, we consider children's age, identified abilities in each developmental domain, and existing peer relationships. We also consider potential playmates for each child (new and old); maintaining a balance of ages, genders, and racial/ethnic composition; maintaining a balance of new and returning families (i.e., known and unknown child characteristics); maintaining temperament and activity balance; and the potential synergy of the group.

We consider factors such as families' preference for morning or afternoon placement, as well as logistical factors such as siblings in the program, carpool requirements, child care needs, etc. With this in mind, part-day program and leadership staff meet together before school begins to discuss the best placement for each child. Often children gain a great deal from a new placement in a familiar setting. One of our primary goals is to provide manageable cognitive, social, and emotional challenges and to assist children (and adults) in the development of constructive strategies for dealing with these challenges. We understand that some caregivers have an interest

in suggesting a particular placement. However, there are many other important considerations that guide placement decisions.

Parking and Building Access

The parking lot is owned and managed by UMN Parking Services, not CLDS. Rules for parking are prescribed and enforced by Parking Services. Please be sure to abide by the parking rules or expect to be ticketed.

Marked/signed spaces indicate approved, temporary parking for the following:

- Accessible reserved parking
- Short-term drop-off or pick-up parking for families (20 minutes maximum)

Do not park in the front pedestrian walkway.

Card Access

A security card is required to access the building. All families, staff, and researchers are required to enter the building using the electronic card reader. All visitors must ring the doorbell and stop at the front desk to check in.

University-affiliated caregivers, CDLS staff, and UMN students can use their U Card to access the building. Non-University-affiliated caregivers will be issued up to two access cards. Please see the executive office and administrative specialist for access cards. Additional cards can be purchased for \$30.00 per card and can be requested as needed. Cards will be distributed to new families at the time of enrollment or during the first week of school. Families may choose to occasionally transfer their card to a trusted caregiver or family member who needs to access the school outside of pick-up/drop off times. However, if such a caregiver or family member needs regular access to the school, please request an additional card for that person.

Families should retain their cards as long as their child attends CDLS. Families leaving and not returning should turn their cards into the front office on or before their child's last day. Cards not returned within 30 days of a child's final date of attendance will be considered lost and a \$30 replacement fee will be charged. This fee is automatically charged to the customer's account after 30 days and cannot be removed.

Late Pick-Up

Please call, if possible, when you know you will be late. A late pick-up charge will still be assessed. The call is to reassure your child regarding the time you will arrive.

The definition of "late arrival" is entering your child's classroom and/or signing out after your child's program ends:

- 5:30 p.m. for the full day program
- 5 p.m for the Nest
- 11:30 a.m. or 3:30 p.m. for the half-day program

All children should be picked up by this time. If a child is picked up late, they will be brought to the front desk by staff. Late arrival is documented on the daily parent sign-in and sign-out sheet, and if a parent is demonstrating difficulty with the pickup time as stated, a director will reach out to them to discuss alternatives.

If you arrive close to closing time, please be respectful to the closing staff. Closing staff have limited time to finish their responsibilities which include clean up, locking doors, returning phone calls, and making notes and reports.

Sometimes it's difficult to get your child to disengage in their play with friends. Please allow for this time when you are picking up your child. If you come early, your child can share with you things in the room or outdoors that they've worked on or made.

Late pick up charges are assessed on a "frequency per semester" basis. A semester is defined as the first day of the semester until the last day before the new semester begins. Summer counts as one semester. Fifteen-minute increments begin at the pick-up time. The late pick-up penalty amount is a set fee that will be added to your next billing statement. The first infraction per semester is \$35.00 (per child). The second infraction per semester is \$45.00 (per child). The third infraction per semester is \$50.00 (per child), and a notice of termination due to lateness will be given.

The situation of three late pick-up infractions incurred in a semester is very rare. However, if it does occur, the outreach coordinator will send the family a notice of termination of child care services two weeks from the date of the third infraction. The termination may be discussed with the director within two (2) working days of the termination notice. Please see Grievance Procedures for more.

If No One Comes to Pick Up a Child

If families have not picked up their child(ren) by the designated pick-up time and have not contacted the program, we will first try to contact the emergency contacts listed on the emergency contact and authorized pick-up permission form. Please be sure that these phone numbers are kept up to date. In the event that no one can be reached and we have not heard from caregivers within one hour of pick-up time, an emergency situation will be assumed and the University Police will be called.

Authorized, Unauthorized, or Incapacitated Pick-up

Children can be released only to their parents or legal guardians or to individuals designated by their parents or legal guardians in their child's file or in a written note. It is absolutely essential that parents or legal guardians notify us each time there is to be another arrangement. We cannot allow a child to leave with anyone without prior permission from a parent or legal guardian.

CDLS is required to document in the child's record the names, addresses, and phone numbers (and any legal restraining order or court divorce record of court-ordered custodial agreement) of any individuals authorized by the child's parents or legal guardians to transport the child to and from CDLS.

Staff will not release a child to an adult who is not specifically authorized to pick up the child in the child's Guidestar record, unless the parent or guardian has submitted *prior written notification* stating someone other than the parent, guardian, or adult with prior authorization will pick up the child. Telephone instructions from the parent or guardian may be accepted if the staff person has determined that the individual to whom they are speaking is indeed the parent or guardian by verifying their identity using information in the child's file that only the parent or guardian would know. A Child Pick-Up by Alternate Authorization Form must be completed for each occasion unless it is an ongoing practice a child is picked up by someone not authorized on the Emergency Card. In the case of prior written notification, the Child Pick-Up by Alternate Authorization Form must be dated and signed by the parent or guardian. In the case of telephoned instructions, the Child Pick-Up by Alternate Authorization Form must be dated and signed by the staff member. When the alternate adult arrives, staff members must check their ID against the form. After the child has been picked up, the Child Pick-Up by Alternate Authorization Form is filed in the child's file.

When an authorized alternate pick-up person arrives to pick up the child, their identity will be verified with an official government photo ID (e.g., driver's license, passport, etc.). An unauthorized individual will not be permitted to pick up a child until the child's parent or legal guardian has been contacted and has given verbal permission.

In the event that a parent, legal guardian, or authorized person picking up a child is in any way incapacitated, staff will state firmly that it is not safe for that person to transport the child. Staff will ask for a name and number of someone who can safely transport them or use emergency contact information. Staff may also offer to call and pay for a cab for the incapacitated individual. If the individual resists staff's efforts, staff will try to obtain the color, model, and license plate number of the individual's vehicle. If possible, staff will obtain the individual's intended destination as well. Staff will call the police department with this information and notify Child Protection Services and the director immediately. Staff will document the incident and keep the information on file at CDLS.

Incapacitated Abusive Adult

CDLS will *not* release a child to an unauthorized person, an incapacitated person, or a person suspected of abuse. Staff are not expected to jeopardize their own safety or the safety of the children in their care. If an adult who appears to be incapacitated (i.e., visibly seriously ill, in a seizure state, inebriated, etc.), or who is physically abusive toward a child or toward program adults, attempts to pick up an enrolled child, staff are instructed to attempt to detain or prevent the inappropriate pick-up of the child, to alert another adult to the situation, and to dial or direct another adult to dial 911 and ask for immediate police assistance and protection for the child.

Children's Clothing

Children should wear clothes that are comfortable and allow them to move freely. Each child should have at least two complete changes of clothing including underwear and socks. Please do not bring clothing that is valuable or would be missed if lost, misplaced, or dirtied. Every child should attend each day with outdoor clothing appropriate for the weather. Tennis shoes or shoes that strap on the foot that can get wet are best. Please do not send children in flip-flops. They are not safe for children to manage in mud, sand, and water play and are not best for walks. Please label all clothing (including boots, mittens, and shoes). Unlabeled clothing can result in losses and mix-ups. Unlabeled clothing may be labeled by CDLS staff. Your child's teacher will give you a list of other items you need to provide (blankets, diapers, wipes, etc.).

Outdoor Play

All classes spend time outdoors every day except in extreme conditions. Per state statute, children under 12 months must spend at least 30 minutes outside at least once a day. Older children must go outside twice a day. We use National Weather Service guidelines for [heat](#) and [cold weather](#). We do not go outdoors when there are any moderate or severe weather conditions such as a blizzard or tornadoes. Air quality is checked daily and throughout the day at [AirNow](#). When the air quality index is unhealthy for sensitive groups (101-149), upon teacher discretion children will be allowed to play outside in 15–30 minute increments for up to 60 minutes per day. When the air quality is unhealthy (150 and up), children will not play outside. We will use [WCCO Weather](#) as our primary source for forecasting and [Accuweather](#) as our primary source of hourly information during the day. We will consult weather advisories and forecasts through the [National Weather Service](#).

Field Trips

Field trips and supervised walks (including in strollers), for example, to Van Cleve Park or other neighborhood locations, are regular features of the program plans for each age group area.

Children greatly enjoy their field trip experiences and the opportunity to explore and learn from the resources throughout our community. Families are always invited to accompany the children on special field trips.

Methods of transportation on field trips include walking or using city, campus, or rented school buses. Rental vehicles are driven by paid and licensed drivers provided by the company from which the vehicles are rented. CDLS maintains appropriate insurance levels. For walking field trips, permission is included in the registration process. For field trips that use city, campus, or rented buses, CDLS will have a sign-up sheet that notifies families of the date, time, destination, purpose, and means of transportation to each field trip at least one day in advance. Written permission is required before the child may participate in the field trip. If your child's group is on a field trip when you arrive, it is your responsibility to await their return or to take your child to the field trip site.

A first aid kit is taken on all field trips along with your child's emergency card, the daily attendance sheet, and a cell phone. If an emergency occurs, teaching staff, who are trained in pediatric first aid and CPR, are responsible for contacting CDLS to make necessary arrangements or by making a call directly to campus or city emergency lines (911). Families are informed of any emergency involving their child.

Toys from Home

Toys brought from home may present problems for the children and the staff. Personal possessions are often difficult to share or may get broken. Unless it is for a specific curriculum activity, families are asked to not bring toys from home.

Security items such as a blanket or "lovey" that comfort your child are welcome. If your child's adjustment to school could benefit from having a transitional object from home, please discuss this with your child's teacher to aid in making a good choice that will be easily managed by your child and the teachers. Blankets, toys, and "loveys" are not allowed in infant cribs as per state law.

Water Bottles

Reusable water bottles may be used during the day while the child is in attendance. Children's water bottles will go home at the end of each day. Each day the water bottle is used, caregivers will clean, rinse, and sanitize it using procedures consistent with the food code requirements in Minnesota Rules [Chapter 4626](#).

The water bottle will be kept in the child's backpack, cubby, or classroom in a manner that reduces the risk of the child using the wrong water bottle, and filled with fresh water from a safe water source every morning at preschool, or agreed upon by a parent or guardian. Water bottles are used only for water. Each water bottle needs to have a closing mouthpiece and be labeled

with the child's first and last name. Water bottles will be offered to the children at regular intervals throughout the day, at meals, and when a child asks for a drink. CDLS cups will be available for children who do not have a water bottle from home. Teachers will fill water bottles or cups as needed from a safe water source.

Naps

Each child in the full-day program is provided with their own labeled cot or crib with a sheet that is washed weekly or when soiled or wet.

Infants' sleep routines are individualized and based on the child's needs. Infants are placed on their backs when put down for naps with nothing in the crib as required by law. Infant nap rooms are supervised when an infant is sleeping.

Toddler and preschool children are helped to rest on their cots for a minimum 30 minutes. If a child has rested quietly for 30 minutes and is almost asleep, staff may allow the child to continue to lie on the cot and complete their nap. If the child does not fall asleep, the child may be allowed to get up and move to the foyer for quiet play options, or may be accompanied to the multi-purpose room for large motor play.

A child who has completed a nap or rested quietly for 30 minutes will not be required to remain on a cot or in a crib. If the child does fall asleep, the child will be allowed to sleep without adult interruption until the end of the group's nap period. When a child falls asleep during our quiet rest period it is because their body is tired and needs a nap. If a caregiver is concerned that the child is sleeping too much, we will help the child wake up gently, but only after 30 minutes of sleep and only if the child awakens to a gentle approach of awakening by the teacher. If the child does not awaken with the first try, another gentle approach will be tried after another 15 minutes of sleep. Staff will not forcibly awaken a child.

Between 2:45 and 3:00 p.m. for toddlers and preschool classes, children are awakened by the voices of teachers and other children, by lights being turned on, by soft music or an audio activity being played, and by gently being awakened by the staff.

Diapering/Toilet Learning

Caregivers should provide diapers, wipes, and diaper cream for their children. Cloth diapers are welcomed in the infant room. Disposable diapers will be used as needed for toddlers and preschoolers. Procedures for diapering are approved by our health consultant and are posted in the diaper changing areas. Diapering may only be done in designated areas. Children's diapers and diapering ointments will be stored in their individual diapering boxes. All diapering ointments and commercial wipes will be labeled with the child's complete name and are stored out of reach of children. Caregiver permission is required to administer diapering products. Diaper powders will not be used because of the threat of inhalation and choking.

CDLS staff will work with caregivers to assist your child in being successful in toilet learning. Children develop at different rates, we wait to see signs that a child is “ready” and then work with families so that the child has consistency from home and school, thus enhancing the possibility that this milestone is crossed with the child’s sense of mastery and competence bolstered. Group care offers the advantage of toddlers imitating their peers who may be making “toilet tries” or who are now able to use the toilet.

Nutrition Program

Nutrition is a major factor in the physical, social, mental, and emotional development of children. We offer an opportunity to establish nutritionally sound eating habits, as well as an understanding of social habits around eating, serving portions, health, and growth. Food that is served at the program is meant to provide a healthy, nutritious boost for children’s growing bodies. We believe that young children are capable of making healthy food choices if they are exposed to a wide variety of nutritious and delicious foods.

Our goal is to have a positive influence in broadening children’s food experiences while being conscious of young children’s tastes, appetites, dietary restrictions, and socialization of eating together in the community. The placement of a teacher at each table to serve meals family style provides an understanding of appropriate eating habits, as well as an opportunity for social conversation and refinement of motor skills. Nutrition education is integrated into the program through implementation of cooking projects and frequent opportunities to participate in preparing food from scratch.

Four-week cycle menus are shared in family communications. Our menus are reviewed to comply with or to exceed the minimum USDA Child Care Food Program requirements for meal composition and serving size. We emphasize healthy, low-fat (no trans-fats), low-sugar (no high fructose corn syrup), whole grains, fresh fruits and vegetables, and non-peanut nut butters. Refrigeration for dairy products and perishable foods is provided at a temperature of 40 degrees Fahrenheit or less. Equipment complies with the requirements for food and beverage establishments and is inspected at least annually by the University of Minnesota Environmental Health Department.

Part-day classes offer a nutritious mid-morning or mid-afternoon snack. Full-day classes offer infants, toddlers, and preschoolers a nutritious and balanced breakfast, lunch, and afternoon snack. Breakfast is served from 8:30-9:15, lunch 11:30-12:30, and snack 3:00-3:15. Children need to be in attendance within the time frame of meal service in order to be offered meals. Caregivers are welcome to join their child for lunch. Please notify your classroom teacher and purchase your lunch for \$5.00 at the front desk before 9:30 a.m. on the day of your lunch visit.

Infant Nutrition Program

An infant's diet of breast milk or formula and nutritionally adequate solid food and the feeding schedule is determined by their caregiver and will be posted in the food preparation area. CDLS supports breastfeeding by accepting, storing, and serving expressed human milk for feedings and providing spaces within the program for nursing mothers to nurse or express milk. All breastmilk bottles must be ready-to-feed and labeled with the child's first and last name and the date. Bottles are warmed in cups of warm water. All babies are held during bottle feedings; we do not allow propping of bottles with infants or being put into a crib with a bottle. Infants will be offered finger foods when developmentally appropriate and with caregiver consent.

The staff ensures that sanitary procedures and practices are used to prepare, handle, and store formula, breastmilk, milk, and solid foods. Procedures must be reviewed and certified by our health consultant. Caregivers provide their own unopened, labeled formula.

Celebrating Holidays at School

We believe that the most developmentally and culturally appropriate approach to celebrating holidays is to allow families to determine for themselves how they wish to interpret and celebrate holidays at home. We believe that children need time to come to know and understand how their own family celebrates holidays. As their experiences in the world broadens and their ability to understand abstract concepts increases, they will have a personal context to interpret the significance of specific holiday stories, legends and symbolism in a way that fits into their family culture.

We hope to provide a place where children and families can share what happens at home and revisit events, rather than add to the anticipation and over-excitement that is typical of holiday celebrations at school. Therefore, we do not celebrate holidays at school in a way that adds any expectations for children or families to participate in special holiday activities. We do welcome families to share traditions and special customs that make their holiday celebrations meaningful at home. If you wish to do so, please talk to your child's teacher in advance so that they may plan accordingly. If you have objections to your child's participation in such celebrations, please talk to your child's teacher so that arrangements may be made for your child.

Birthdays and other celebrations

CDLS recognizes that birthdays and other celebrations hold a special importance to your family. Therefore, teachers will discuss age appropriate recognition with your family. Some ways in which special days may be celebrated are: reading, selecting, or making a special book; the child may be invited to help teachers with special tasks; having part of group time focus on the child; or having a traditional birthday or other song sung to your child. A birthday or other celebration is a day for your child to feel special among their peers. We hope that by teachers working with

your family to plan a recognition, your child and other classmates will have an experience that is self-enhancing, non-competitive, non-commercialized, and a pressure-free occasion. CDLS will respect caregivers' wishes in the event that customs or religious beliefs prohibit joining birthday and other celebrations.

Families who wish to provide their child's class with a special snack for their child's birthday or for any other reason can arrange with the classroom teacher. The preferred birthday snack for all classrooms is 100% all-juice popsicles with no artificial sweeteners. Your cooperation and understanding are appreciated.

Minnesota Department of Health regulations do not allow food that has been prepared at home to be served to the children. We ask that families consider our nutrition guidelines when providing a snack for their child's classroom.

Home-School Partnership

CDLS is a place where children, families and staff collaborate and learn together with the hope of enriching each other's lives. Active family involvement in all aspects of our program is essential to achieving this goal. When families are actively involved in their child's school, children feel valued and experience the security and comfort of continuity in their world. There are many opportunities for communication, collaboration, and participation throughout the school year. We encourage families to take full advantage of being part of our community. Caregivers may visit and/or observe their child's classroom at any time the program is in operation. Involvement in the classrooms can be spontaneous and informal or arranged on a regular basis. Some examples of ways caregivers participate in the life of a classroom are to facilitate special activities, share a special talent or interest, or accompany the class on field trips. We also offer opportunities for volunteering at special school-wide events or on the family advisory council.

Communication with Families

Daily contact between families and teachers is an essential component of high-quality early development programs. By sharing information concerning your child's activities and welfare, we can work together toward meeting your child's developmental needs in a partnership approach. If your child is sick or will be absent for any other reason, or if they will be late, please call our front desk at (612) 625-2273 and leave a message by 9:30 a.m. to explain the reason. *Brief* daily communication can take place at drop-off and pick-up times. Because arrival and departure are busy times for teachers, you are encouraged to arrange a phone call or conference or email for more lengthy discussions. **Please allow 24 hours for a response from a teacher during the week and 48 hours on weekends.**

Teachers of infants and toddlers in the full-day program provide caregivers with daily notes through Storypark about the child's food intake, elimination, sleeping patterns, mood, and general behavior. Daily notes are a licensing requirement for infants and toddlers only. Preschool teachers do not provide the same kind of daily notes because preschool children can communicate details of their day themselves, but you will still receive a "Story" from your child's classroom teaching staff through Storypark. The Story may include pictures of the children's activities and a write-up of specific interests the children participated in. This is so you might discuss with your child what they did that day and/or to use the idea or activity at home and build on it.

Storypark

Teachers use the [Storypark app](#) to provide updates about your child's day. **Important: injury reports are also shared through Storypark.** Teachers share "community stories," such as:

- Daily Journals
- Teacher reflections
- Curriculum plans

Staff share community stories with CDLS-wide information, event invitations, and reminders.

Please note, teachers do not typically send Storypark updates in real time. They fit them in throughout the day when they are able to step away from actively supervising children. Likewise, if you message teachers through the app, they will likely not see the message immediately.

Getting started with Storypark

Your program director will send you an email invitation to create a Storypark account. The invitation will ask you to check a box to allow your child to be featured in community stories. You may opt out, meaning that your child will not appear in these stories. We do not share community stories publicly without caregiver permission, and we ask that caregivers do not share community stories with people outside CDLS.

Parent and Caregiver Education

We offer occasional opportunities to hear from parent educators and speakers on topics of interest. A caregiver library is located in the main lobby with a variety of books that can be checked out. The director is also available to discuss parenting concerns on an individual basis.

Family Advisory Council

Families are invited to engage with CDLS through the Family Advisory Council (FAC), which serves as a communication bridge between families and CDLS leadership and administration and creates a collaborative space for the CDLS community to work together to ensure that CDLS

continues to be an exceptional place to learn and work. Caregivers of children in the full-day, part-day, and Dakota Language Nest programs are welcome to join. The FAC meets monthly (hybrid) from September–May. For more information, please visit the FAC [purpose statement](#).

Family Feedback

Families are welcome to bring concerns to CDLS staff at any time. We also offer a suggestion box near the lost and found in the lobby for anonymous feedback. In addition to this ongoing method, we offer an annual survey to families to solicit feedback on the overall program.

Caregiver Concerns or Grievance

A parent or legal guardian who has a concern, grievance, or complaint about some aspect of the program should first try to settle the grievance directly with the teacher or other adult involved. If the conflict is not resolved, the grievance should be discussed with the Program Director for that age group of the CDLS Director.

All-School Events

Throughout the year there are many opportunities for families and staff to get together. We continually strive to offer meaningful opportunities that match families' interests and schedules.

During school events please supervise your children closely. Staff will be engaged in facilitating the event. Recent all-school social events have included:

- Back-to-School Play Date at Van Cleve Park
- Family Creativity Night
- Gym Jam Fundraiser for large motor equipment
- Spring Soiree for adults, to benefit the scholarship fund
- Camping Trip
- End-of-the-Year Celebration with the Teddy Bear Band
- Peace Week
- Kindness Week
- Week of the Young Child
- Book Week
- Planting Week/Garden Tour

Health and Safety

Emergency Contact Information

Minnesota law ([Chapter 9503.0125](#)) states that a child cannot be admitted to CDLS until all necessary emergency contact information is received. Caregivers must update emergency contact information in their child's [registration form](#) whenever anything changes. Required information includes your work, home, and cell phone numbers; names, addresses and phone numbers of at least two people authorized to act on your behalf should we not be able to reach you; and your child's current health care provider's and dental care provider's phone numbers.

Health records

The content of each child's health and safety records is confidential but is immediately available upon request to:

- Program administrators and teaching staff who have a consent form filled out and signed at enrollment by the parent(s) or legal guardian(s).
- The child's parents or legal guardians.
- Regulatory authorities.

[By law](#), CDLS requires parents or legal guardians to complete the following forms upon enrollment:

Immunization record: this record must give dates (month, day, and year) of immunizations your child has received. It must be current and is due on admission. Immunization records must be updated whenever your child receives additional immunizations. Minnesota law requires children enrolled in childcare to be immunized against certain diseases or to file a legal medical or conscientious exemption.

Health care summary: this information must include the date of the child's most recent physical exam (within 6 months), and be signed by the child's health care provider. This form is due within 30 days of enrollment. Caregivers must submit a new health care summary at least annually for children under 24 months of age, and whenever a child 24 months of age or older moves to a new age group area.

Special medical needs

Our program is committed to ensuring the safety and well-being of all children, including those requiring specialized medical care. An appropriately trained staff member will always be present whenever a child with specific medical needs is in attendance. Staff will receive training relevant to the child's condition, including medication administration, emergency response, and any

necessary medical procedures. This policy ensures that children receive the care they need in a safe and supportive environment. This training will be documented on the child's ICCPP.

Teachers and caregivers should discuss any relevant medical information upon enrollment, during the family's welcome meeting. Teachers must then complete the ICCPP form and make a copy for the Executive Office and Administrative Specialist to file electronically and in a child's paper file.

Allergies: Prevention and Response

Before a child can be admitted to CDLS, families must supply documentation of any known allergies on enrollment forms, and an Individual Child Care Program Plan (ICCPP) must be completed by a CDLS teacher. The ICCPP includes a description of the allergy, specific triggers, avoidance techniques, and symptoms of an allergic reaction. It also includes procedures for responding to an allergic reaction, including medication, dosages, and a doctor's contact information.

All staff will be informed about children's allergy information through postings in the classroom, kitchen, and on carts. Any updates or changes will be made on all documents and included in the child's file.

A child's allergy information will be available at all times including on site, when on field trips, and during transportation. Food allergy information is readily available to staff in the area where food is prepared and served to the children.

Special Dietary Needs

Families of children with special dietary needs must consult with the program director and the child's teacher regarding substitutions. If your child has an intolerance or allergy to a USDA Child Care Food Program required food (such as milk), a diet statement form, available upon request from the front desk, must be completed, signed by your child's health care provider and submitted *before* we can serve your child a menu substitution.

Family requests for vegan, vegetarian, or religious/cultural substitutions are accommodated within government and program guidelines. The cook decides what alternatives are to be provided. These are usually cheese, sun butter, beans, or eggs. Again, families must request a diet statement form from the front desk and submit it before menu substitutions will be made. If a child's diet is seriously limited, families may be asked to provide food for their child. Food brought from home must be eaten on the same day, dated, and labeled with the child's name and instructions for serving. The CDLS requires that these meals and/or snacks meet USDA Child and Adult Care Food Program requirements and avoid exposure to allergies in the classroom. Leftovers are discarded at the end of the day if not picked up by the caregiver.

Medications

If it is necessary for medication to be given at CDLS, we will follow the procedures for medication administration recommended by our health consultant.

Prescription medications will be given with approval from the child's physician and written caregiver (parent) consent. Caregiver (parent) must complete the medication form if your child needs medication while in our care.

Medications must be in their original container and may be given only to the child for whom they are prescribed. Outdated/expired medications will not be given.

Medications will be stored out of reach of the children. They will be kept in the office or in the refrigerator.

Over-the counter medications require written caregiver (parent) consent and written approval of the child's health care provider with the exception of diaper rash products, moisturizing hand lotion, insect repellents and sunscreens.

Permission by the health care provider or caregiver (parent) for both over-the-counter and prescription medication must be for a specific condition and can only be in effect for 3 months.

The procedure for administration of medication is:

1. Wash hands
2. Check to see that the medication form has been completed and signed.
3. Before administering medication follow these 6 RIGHTS:
 - Right child
 - Right medication
 - Right time
 - Right dose (using correct medication dispenser)
 - Right route (method of administering)
 - Right child's medication record
4. Administer medication
5. Return medication to proper storage out of children's reach
6. Wash hands
7. Record on the right child's documentation on the medication record and sign the form.
8. Information should be recorded for every dose even if medication is not given (e.g., child absent or medication left at home).

Exclusion Policy

A child with any of the following conditions or behaviors must be excluded from our program according to licensing requirements. Per [state law](#), we must exclude a child with any of the following conditions:

- with a reportable illness or condition as specified in part [4605.7040](#) that the commissioner of health determines to be contagious and a physician determines has not had sufficient treatment to reduce the health risk to others;
- with chicken pox until the child is no longer infectious or until the lesions are crusted over;
- who has vomited two or more times since admission that day;
- who has had three or more abnormally loose stools since admission that day;
- who has contagious conjunctivitis or pus draining from the eye;
- who has a bacterial infection such as streptococcal pharyngitis or impetigo and has not completed 24 hours of antimicrobial therapy;
- who has unexplained lethargy;
- who has lice, ringworm, or scabies that is untreated and contagious to others;
- who has a 100 degree Fahrenheit axillary or higher temperature of undiagnosed origin before fever reducing medication is given;
- who has an undiagnosed rash or a rash attributable to a contagious illness or condition;
- who has significant respiratory distress;
- who is not able to participate in child care program activities with reasonable comfort; or
- who requires more care than the program staff can provide without compromising the health and safety of other children in care.

If we try to contact a child's caregivers in the case of an emergency or an exclusion and are unable to reach them within a half an hour because no one answers at any of the numbers they have provided or the caregivers' contact information is outdated, incomplete, or incorrect, then the child's emergency contact(s) will be called and must pick the child up within an hour.

The emergency contact information must be signed by a child's caregiver because it authorizes CDLS to seek emergency treatment for the child if necessary. If a child is not able to fully participate in child development program activities, in the classroom or outdoors, they will be excluded. If a child becomes sick while at school, the child will be isolated from other children and the caregiver called immediately. The caregiver must pick up their child within an hour of being notified. A sick child will be supervised at all times.

A child must be kept out of school for at least 24 hours after a fever, upset stomach, or commencement of taking an antibiotic. A child should remain home until they are able to participate in a normal school day, including outdoor play. If families have questions, they should check with the director prior to a child's return.

Notification of Contagious Diseases

We attempt to take all precautions against the spread of contagious diseases. According to a Minnesota State statute, caregivers are required to inform the school within 24 hours, exclusive of weekends and holidays, when a child is diagnosed by a source of medical or dental care as having a contagious disease.

Contagious illnesses will be reported to families within the classroom where the illness occurred the same day the information is received. The staff will send home a notice stating the illness along with any relevant information including exclusion recommendations. These notices will be updated with each new case of the illness. If a vaccine-preventable disease to which an unvaccinated child is susceptible occurs, the lead teacher or director will exclude the child and contact caregivers promptly.

By law, cases, suspected cases, carriers, and deaths due to [reportable diseases and infectious agents](#) must be reported. The CDLS will notify the Minnesota Department of Health, the Commissioner of Children, Youth, and Families, and our health consultant within 24 hours should an occurrence of a reportable disease take place.

Presence of Pets

CDLS teachers regularly include animals as part of their classroom curriculum or may invite children to bring their pets to school for a visit. If this causes discomfort to you or your child, please bring this matter to the attention of your child's teacher, and the necessary action or precautions will be taken. If there are children or staff with animal allergies, the appropriate precautions will be taken. In addition, CDLS has adopted the following guidelines for animals in school settings from the Centers for Disease Control (CDC):

1. Children will be closely supervised during contact with animals to discourage contact with manure and soiled bedding.
2. Hand-to-mouth contact (e.g., thumb sucking) will be discouraged.
3. Appropriate hand washing will be required. All children, staff, and volunteers wash hands after contact with animals, animal products, or their environment.
4. Staff will be present to encourage appropriate human-animal interactions.
5. If feeding animals, only food for that purpose will be allowed.
6. Animals will be housed and handled humanely.
7. Animals will be in enclosed cages or under appropriate restraint.
8. Staff will designate areas for animal contact when appropriate
9. Staff do not allow animals in areas where food or drink are consumed.
10. Teachers will clean and disinfect all areas where animals have been present. Children may not perform this task.
11. Staff administer rabies vaccines to mammals, as appropriate.

12. Staff keep animals clean and free of intestinal parasites, fleas, ticks, mites, and lice.
13. Staff will consult with parents to determine special considerations needed for children who are immunocompromised, who have allergies or asthma.

Animal-Specific CDC Guidelines

- Fish: use disposable gloves when cleaning aquariums, and do not dispose of aquarium water in sinks used for food preparation or for obtaining drinking water.
- Psittacine birds (e.g., parrots, parakeets, and cockatiels): ensure that staff clean cages when children are not present. Use birds treated or tested negative for psittacosis (chlamydiosis).
- Baby chicks and ducks: to prevent salmonella or campylobacter infection, children aged < 5 years must be carefully supervised when coming in close contact with baby chicks and ducks.
- Reptiles (including turtles, lizards, and nonvenomous snakes) and amphibians: to prevent salmonella infection, children aged < 5 years should be closely supervised when coming in contact with reptiles.
- Farm animals: certain animals (e.g., young ruminants and young poultry) excrete E. coli O157:H7, salmonella, campylobacter, and cryptosporidium intermittently and in substantial numbers; therefore, meticulous attention to personal hygiene is essential, particularly for children aged < 5 years.

Emergency Preparedness

Our emergency preparedness plan is provided to all families upon enrollment. To comply with state licensing rules and for the general safety of the children and the staff, we conduct fire and tornado drills. Tornado drills are usually conducted on the first Wednesday of the month, April through October. Fire drills are conducted once a month on a random day and time. **Note: if the fire alarm is going off, do not assume that it is a drill.**

Fire Alarms

In the event the fire alarm is sounding, follow these procedures:

- If the fire alarm sounds as you are dropping off your child, *but* your child has not yet been signed in, proceed to the designated evacuation site. If you have not reached your child's classroom, the designated site is the sidewalk by the main entry.
- If you have entered the classroom, follow your child's teachers and group outside. *Remain with your child until the "all clear" is announced.* Fire drills are of a very short duration. It takes less than two minutes to evacuate the building and a very short time to determine everyone is out and to sound the "all clear."
- If the fire alarm sounds while you are in your child's classroom for pick-up, follow your

child's teachers and group outside and remain with your child. Do not stop to dress your child. Do not remain in the classroom. Do not assume that it is only a drill and you do not have to participate. Someone from administration checks all rooms to ensure that no one has been left behind, but this may not be possible in the event of a real fire. The "all clear" signal cannot be given until everyone is out. Leaving the building as quickly as possible is crucial in the case of a fire, but also minimizes the amount of time children and staff have to be outside during a drill.

- If the fire alarm sounds as you are in the hallway leaving the building with your child (i.e., your child has been signed out), proceed to the main entry and leave.

Tornado drills

In the event a tornado drill is in progress, caregivers should proceed to the designated shelter site. The designated site is the crib rooms for infants, and the multi-purpose room for everyone else. If you choose to leave during a tornado drill, remember to sign your child out. Your child's teachers will have the sign in/out sheets with them. In the event of a tornado warning, seek shelter in the multi-purpose room and remain until the danger has passed.

Environmental Safety

Air Quality

Air quality is checked daily and throughout the day at www.airnow.gov. When the air quality index is unhealthy for sensitive groups (101-149), upon teacher discretion children will be allowed to play outside in 15-30 minute increments for up to 60 minutes per day. When the air quality is unhealthy (150 and up), children will not play outside.

Plants

Teachers enjoy adding growing plants to their environments. CDLS keeps the Hennepin Regional Poison Center's brochure "Plant Guide" posted and available so plants are screened for toxicity before being planted at CDLS. Each indoor plant is labeled with its name. Outdoor plants are routinely checked and noxious weeds are removed.

Sunscreen

CDLS applies sunscreen May 1 through October 1. *Caregivers must sign a sunscreen permission form for CDLS staff to apply sunscreen.* Caregivers are responsible for bringing in their own sunscreen. Infant staff will apply sunscreen to children older than six months before going outside. It is asked that caregivers of toddlers and preschoolers apply sunscreen upon arrival. Toddler and preschool staff will reapply sunscreen before going outside any additional times

throughout the day. When applying sunscreen, staff will either wear gloves and change gloves between children, or wash their hands between each application of sunscreen.

Biting Policy

(Adapted from Barb Stoll's publication *A to Z Health and Safety in the Child Care Setting*, 2005.)

Biting occurs in classrooms occasionally. This policy will serve as a guide to understand, prevent, and manage any biting incidents that may occur.

Understanding

Biting can be very stressful for children and can trigger an emotional response from child care providers and families. Families of a child who is bitten are often outraged and angry. Families of a child who has bitten someone may feel embarrassed and frustrated. Children younger than age three bite occasionally for a variety of reasons. Language skills are not yet mastered and biting can become a form of communication. Children may also bite when they are frustrated and want something from another child. After preschool age, if children have not yet outgrown biting behavior, consulting a health care provider is recommended.

Other reasons young children bite:

- need for autonomy and control
- independence
- sensory exploration
- imitation
- attention
- muscle maturity (holding on and letting go)
- anxiety or panic
- experimenting with cause and effect
- frustration or stress

Prevention

There are no quick and easy solutions to biting. Each biting incident will be handled individually just as we treat each child as an individual. The safety of the children in the program, as well as the well being of the child who has been bitten are the primary concerns. It is our job to provide a safe setting where no child needs to hurt another to achieve their goals. Children must be offered an acceptable alternative to biting. Understanding the reasons why biting is occurring will help us think of other activities we can offer to satisfy these impulses. The plan of action must be enforced consistently at home and during school to benefit the child.

The best time to stop biting behavior from becoming a habit is when the biting first starts.

Guidelines for stopping biting behavior in toddlers and preschoolers:

- Establish the ground rule, “No biting, biting hurts.”
- Comfort the victim (i.e., give attention first to the child who is bitten rather than the one who bit).
- React with disapproval, respond consistently, remove the child who has bitten and clearly let them know that it is not okay to hurt others.
- Try to find out the reason for biting behavior.
- Redirect and/or provide safe alternative behaviors.
 - Teething rings for teething discomfort
 - Sensory exploration to release tension—tumbling, water play, play dough, hammering, etc.
 - If attention is the main reason, try to spend time with the child when they are doing more positive things.
- Look at the environment.
 - Is it overcrowded?
 - Are all areas visible to staff?
 - Does the schedule meet the needs of children?
 - Keep group play to small groups when needed.
 - Increase the adult to child ratio or shadow the child when necessary.
 - Have parents stay and shadow their child when necessary and feasible.
 - Provide choices to increase the child’s autonomy and sense of control.
- Give the child who bites lots of positive, warm attention throughout the day.
- Model loving, nurturing, sharing, polite, and positive behavior.

Communicating with Families

Consistency between the home and school environment is imperative to ensure a change in the biting behavior.

Teachers will:

- Observe when the biting occurs, keep records, and try to determine patterns.
- Meet with teaching teams to review reasons for biting and strategies of prevention and intervention..
- Monitor consistency between staff who share responsibility for the child.
- Provide reference materials to share with families.
- Teach alternative ways to respond to biting.
 - *Peer-shielding* ensures that your attention will not reinforce the biting. After the misbehavior, place your body between the two children with your primary focus

being on the child who was bitten. Comfort the child and do not address the child who bit until the child who was bitten feels comforted and cared for.

- *Prompting prosocial behavior* is useful for teaching your child more appropriate ways to approach other children. This strategy is designed to prevent the biting from occurring. Be a good observer of the child's behavior and try to anticipate the biting. Suggest an alternative way to behave. For example, just before you believe a child may bite, help the child initiate social contact in a positive way. In the beginning you may have to do most of the talking for the child until they are ready to ask another child for something they want or need.
- Prompting is giving verbal or physical attention to a child that will help the child accomplish a task. The timing of this attention is of prime importance. If this attention is given after the child misbehaves, you are in danger of reinforcing the behavior. If this attention is given before the child misbehaves, you have caught the child being good and have begun to teach the child appropriate ways to interact with other children.
- Support the child who was bitten and their family.
 - Describe the incident as accurately as possible while *maintaining confidentiality*.
 - Explain what was done to comfort their child and care of the wound.
 - Explain shadowing and other strategies you used.
- Work closely with the family of the child who has bitten:
 - Reassure that biting is a normal occurrence in the development but that biting is not an acceptable behavior.
 - Explain shadowing and other strategies that were used.
 - Explain that the child will learn other ways to appropriately express themselves.
 - Reinforce consistency between home and school.
- Give examples of strategies they could use.
- Reassure family that *confidentiality will be maintained*.
- Communicate with the program director about the process.
- Refer chronic behavior to a health care provider.
- Child may also need a referral for hearing, speech, or other developmental testing.

Management of Injury

The risk of Hepatitis B Virus (HBV) or Human Immunodeficiency Virus (HIV) transmission from a bite is extremely low for both children involved in the biting incident. However, biting may cause an infection at the bite site.

When biting occurs teachers will:

- Evaluate the context of the bite: did the bite break the skin and produce an open wound or puncture wound and/or cause internal or external bleeding?

- Wear gloves when providing first aid; wash the area with soap and water and flush the wound with clean water.
- Provide comfort and reassurance.
- Apply a cold pack if any swelling or redness is present.
- Document the incident on the injury log.
- Inform the families of both children using the biting forms in the office.
- If the bite broke the skin, encourage the family to consult with their health care provider about additional follow-up measures; i.e. antibiotics and/or immunization update.
- If a child bites a staff member, medical evaluation is recommended.

Confidentiality

According to data privacy laws, the names of the persons involved will be kept confidential. No agency or person can mandate testing or release of confidential information. However, in the event that relevant health/medical information is known for either person involved in the incident the program may request or suggest release of information. This release of consent must be in writing with a witness. Another method of information sharing, with the consent of individuals is for the health care providers to contact each other.

First Aid

In the event of any injury or illness, appropriate first aid will be administered by staff trained in first aid. If staff decides this is an emergency situation, 911 will be contacted to provide emergency first aid. If necessary, the emergency medical service will transport the child to a medical facility as designated by emergency services. Caregivers will be contacted as soon as possible. An attempt to contact your child's health care provider may also be made. Our staff keeps current on pediatric first aid and CPR training. State licensing requires all teaching staff in the facility to have this training and certification current and renewed every two years.

Missing Child

In the unlikely circumstance that a child is discovered to be missing, the following procedures will be followed. The director will be notified immediately upon the discovery that the child is missing. A staff person from each area appointed by the director will be assigned to search their classroom and other rooms throughout the building as an appointed second group covers the play yards. If the child is still missing after these immediate searches, the University Police and the child's caregivers will be contacted. While waiting for the police, the director will assign one staff person to each corner of the block. They will continue the search moving clockwise around the block.

Accidents and Injuries

Responsible supervision of the children is of utmost importance and children are appropriately supervised at all times. Each staff member is responsible for implementing accident prevention measures and for maintaining active interaction and/or observation of children at all times. Play yard areas are inspected daily before the children go out.

Families can expect to receive an accident injury report any time their child is hurt at the CDLS. Families are required to initial the report. The form is filled out in triplicate, with the director receiving a copy and a third copy filed in the classroom. The accident injury report describes the nature of the injury, when it occurred, how it happened, and what type of first aid was administered. Families will be contacted by telephone if an injury requires more immediate, emergency attention.

A head injury report is given to parents/caregivers when a child sustains a blow or bump to the head, whether big or small, so signs of concussion may be monitored at home.

Injuries that require a child to have medical treatment by a physician are reported by the CDLS within 24 hours to DCYF.

Annually and/or as needed the leadership team conducts an analysis of accident injuries that have occurred during that period. Accident prevention procedures are developed, updated, and modified as needed with oversight of the director.

Risk Reduction Plan

Minnesota [Statute 245A.66 subdivision 2](#) states that child care centers must develop a Risk Reduction Plan that identifies the general risks to children served by the program. The license holder must establish specific policies and procedures or refer to existing policies and procedures that minimize identified risks, train staff on the procedures, and annually review the procedures.

Active Supervision

Staff are responsible for the supervision of children. At all times, indoors and outdoors, all children should be within sight and sound as per NAEYC accreditation and DCYF licensing requirements. Ratios will be maintained as follows: for infants, 1:4; for toddlers, 1:6; for preschoolers, 1:10. Group sizes will be maintained as follows: for infants, 8; for toddlers, 12; and for preschoolers, 20. These teacher-to-child ratios must be maintained during all transition times. Children are not permitted to walk from one area to another without direct supervision.

All staff have an educational background that gives them an understanding of the unique developmental, physical, and emotional needs of young children. In each classroom a lead teacher is trained in CPR and First Aid and all staff receive an annual orientation to review

emergency procedures and school safety policies. As children explore, they are closely supervised and assisted during the transitions of the school day, from entering the building, to being walked to their cars or adult care giver at the end of the school day.

Health Consultant

Minnesota [Statute 9503.0140 subpr. 2](#) states that a healthcare consultant must review a child care program's health policies and practices and certify that they are adequate to protect the health of children in care. CDLS contracted with [MN Child Care Health Consultants](#) and receives monthly health consultation services.

Child Protection/Mandated Reporting

[CDLS staff are mandated by law](#) to report any suspected abuse to the director and to Hennepin County Child Protection (612-348-3552) or to the police (612-624-2677).

Children need a safe, protected, nurturing environment that assists them to grow, learn, and feel loved by their caretakers. In order to grow and learn, children's minimum needs for good nutrition, shelter, medical care, bathing, clean clothes, intellectual stimulation, appropriate guidance and boundaries, predictability, love, a feeling of connection, and a safe, non-violent home setting must be met. When these needs are not met, a child cannot grow and learn as easily.

All teaching staff are required by Minnesota law to report any suspected incidents of child abuse or neglect to appropriate authorities. As mandated reporters, they are required to make a report if there is reason to suspect that a child is being neglected or abused or subjected to witnessing domestic abuse, or has been within the past three years.

Please review the [Maltreatment of Minors Mandated Reporting](#) form.

Should you have difficulty in providing for your own child's emotional or physical needs or safety you are encouraged to ask for help. Our staff can help you find a community resource that can offer assistance. Some 24-hour community resources which can help you when you find that you are experiencing more stress than you can handle, include:

- National Parent and Youth Helpline: 1-855-427-2736
- Minneapolis Crisis Nursery: (763) 591-0100
- Hennepin County Child Protection: (612) 348-3552
- Ramsey County Child Protection: (651) 266-4500
- [Help Me Grow](#)

Local, State, and Federal Resources and Important Contacts

Emergency

Poison Help Line: 1-800-222-1222

Police, Fire, Ambulance: 911

UMN

UMN General Information, off-campus: (612) 625-5000 | on campus: 0

[Safe Campus](#) (non-emergencies): (612) 624-2677

[UMN Department of Emergency Management](#): (612) 625-8047

[College of Education and Human Development](#) General Information: (612) 626-9252

Hennepin Healthcare

Hennepin Healthcare General Information: (612) 873-3000, 900 S. 8th St., Minneapolis

Hennepin Healthcare Suicide and Crisis Lifeline: 988 or 1-800-273-TALK (8255)

Hennepin Healthcare Acute Psychiatric Services: (612) 873-3161

City and County

[Minneapolis Health Department](#): (612) 673-2301

Hennepin County General Information: (612) 348-3000

Hennepin County Child Protection Services: (612) 348-3552 or (612) 348-8144 (after hours)

[United Way Get Connected. Get Help](#): 211 or (651) 291-0211

[St. Joseph's Home for Children Emergency Shelter](#): (612) 204-8250, 1121 E. 46th St., Minneapolis

State of Minnesota

[Minnesota Department of Children, Youth, and Families Licensing](#): (651) 431-6015

Department of Children, Youth, and Families, Licensing Division's Maltreatment Intake: (651) 431-6600

Think Small Parent Education Specialist: 1-888-291-9811

Help Me Grow: 1-866-693-GROW (4769)

Federal Agencies

[Consumer Product Safety Commission](#) (product safety alerts and [recalls](#)): (800) 638-2772