



# Red Bridge Preschool

**Christ Lutheran Church**

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*redbridgepreschool.com*

## Parent Handbook

## 2023-2024

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# Welcome to Red Bridge Preschool

Red Bridge Preschool is a licensed, Christian, non-profit community service and ministry provided by Christ Lutheran Church. Our preschool is owned by and housed in the first level of the church. The spirit of Red Bridge Preschool is to offer nurturing preschool education in an engaging environment. We create a caring atmosphere in which children can grow and explore various activities through active, theme-based learning.

## **Staff**

The Red Bridge Preschool staff includes bachelors and masters degreed, professionally trained teachers, licensed by the state. Our teachers share a love of children and the families we serve. Staff bios are offered on our website: [redbridgepreschool.com](http://redbridgepreschool.com).

## **Objectives**

The objectives of our preschool program are to provide the opportunity for children to:

- work and play with others their age using developmentally appropriate educational materials.
- understand God's love for them.
- express themselves freely and constructively through art and play materials.
- be creative, cooperative, imaginative, considerate and respectful.
- develop independence and the confidence that comes from accomplishment and problem solving.
- establish caring relationships with adults outside their families.
- practice limits of behavior regarding safety, health, and respect for others' rights.
- enjoy preschool and build new friendships.
- develop emerging literacy, language, math/logic, science, motor and social/emotional skills in an integrated fashion.
- gain experience and skills that promote a smooth adjustment to kindergarten.

## **Our Classes**

Red Bridge is licensed by Minnesota's Department of Human Services (DHS) Division of Licensing to serve a combination of up to 26 toddlers/preschoolers on any given day, not to exceed 18 preschoolers and 14 toddlers. Our program maintains a ratio of no more than 10 students per teacher in the preschool classes and no more than 7 students per teacher in the Twos class.

### **Preschool Program**

We offer preschool programming Monday through Friday from 9-00-11:45 a.m. Children ages 3-4 enroll in a core class held Tuesdays and Thursdays. Pre-Kindergarten students enroll in our Monday/Wednesday/Friday class. Students have the option of adding additional days for up to a five day per week programming, depending upon enrollment, developmental readiness and teacher approval. Children need to be at least 3 years old on or before September 1 to enroll in the preschool program.

### **Toddler Program**

Our Tremendous Twos toddler program is held on Wednesdays from 9-11:30. There may be no more than 5 children under 2 1/2 years of age. Children must be at least 2 years old by Sept. 1 to attend our Twos program.

### **Lunch Bunch**

Lunch Bunch is offered to our preschool aged students, depending upon enrollment and sufficient interest, as an extension to the day or as a separate experience one afternoon a week from 11:45am to 2:30pm. Students who are interested will be asked to bring their own nutritious bag lunch, according to state nutrition guidelines. An afternoon snack is provided.

## ***Curriculum Overview***

Children learn best when content is embedded in a meaningful context; where connections to new information are readily developed. For this reason, our curriculum centers around monthly and weekly themes, as outlined in our thematic calendar. Children choose from thematic activities offered in daily learning centers that allow children to learn through their senses and hands-on experiences with developmentally appropriate materials.

In the context of each of our themes, we will be exploring weather, numbers, and letters, stories, poems and songs as well as projects geared to individual interests. Group activities include circle time, calendar, music, large muscle time, snack, stories and games. Children engage in individual, partner and small group activities while exploring learning centers, during free choice and while creating art. The children are guided and encouraged through all activities with teacher-student conversations.

## ***Spiritual Instruction***

As a ministry of Christ Lutheran Church, we incorporate religious holidays, Bible stories, monthly chapel time with church staff, praise songs, Bible verses and prayer into our program.

## ***Spanish***

Interactive group Spanish instruction is offered once per week during the Pre-K class time.

## ***Birthdays***

We would like to recognize every child's birthday by singing Happy Birthday. We provide a poster for your child to complete and share with the class. We will provide a special treat that day based upon your child's request. In order to comply with state licensing requirements, all snacks need to be store purchased. If your child's birthday is in summer, we will celebrate them during the last month of school. Your child's birthday celebration will be scheduled in advance by the teacher.

## ***The Red Bridge Library and Book Orders***

The Red Bridge Library is available to foster family and student literacy development. Families have the opportunity to check-out books that can be read in your home. Parents are responsible for signing out and checking in books. Scholastic Book orders will be available for online purchase periodically throughout the year.

## ***Parent Involvement***

Parents of enrolled children are welcome in the classroom at any time during the hours of operation. There are often opportunities for parent involvement. There are many projects which cannot be done without the talents of our caregivers. These projects might include sewing, carpentry, or painting. We will post volunteer requests outside the classroom on an "as needed" basis. Parents may also accompany the class on field trips, attend family events, share a special talent or knowledge with the Red Bridge children. We strongly encourage participation in our yearly pancake breakfast fundraiser.

## ***Calendar***

The Red Bridge school year runs from the week after Labor Day through the week before Memorial Day. Red Bridge is housed in the I.S.D. #834; therefore school is closed on any day that the Stillwater Area Schools are closed for holidays, breaks and weather. Families will be provided with a detailed Red Bridge Event Calendar at the beginning of the school year detailing any additional days that Red Bridge will be closed..

## Registration

### ***Pre-Admission Visit***

The parents and potential students are invited to visit our facility for a private tour. Parents are also welcome to observe our program and classroom when classes are in session. It is important for the parents to communicate special needs of the child with the teacher. During the visit, we will give you information about our programs and enrollment forms.

### ***Registration Process***

Registration forms will be given to all currently enrolled students in January. All students are required to pay a \$55 non-refundable registration fee. If there is more than one enrollee per family, the additional child(ren) will be given a discounted registration fee of \$40 per child. Registration opens to the general public in February. At this point, registration will be on a first-come basis. The registration forms will be marked as they come in with a day stamp.

No registration will be accepted unless accompanied by the full registration fee and completed registration form. Additional required paperwork must be completed at least *one week prior to attendance*, to allow time for processing.

### ***Non-Discrimination***

Red Bridge Preschool admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies and other school administered programs. We do not require children to be toilet trained.

### ***Tuition and Fees***

The first tuition payment is due September 1. Monthly tuition payment is then due on the 1st day of each month, through May, and is paid regardless of the child's attendance. ***Late fees will be assessed at \$25 if not received by the 10th of the month. If tuition is not paid within 60 days of the due date, your child will not be allowed to continue at Red Bridge.***

#### **MONTHLY TUITION PAYMENT**

***2 days monthly payment = \$155***

***3 days monthly payment = \$200***

***4 days monthly payment = \$260***

***5 days monthly payment= \$315***

***Tremendous Twos payment= \$110***

***(rev. 6/23)***

### ***Tuition Assistance***

A limited number of partial scholarships may be available. If tuition assistance is needed, families may apply by speaking with the Director.

### ***Withdrawal Policy***

Because of the nature of the preschool budget and staffing, parents are required to give one month's written notice to withdraw a child from school. If less than a one month notice is given, payment will be kept for the following month.

## ***Drop-off/ Pickup Policy***

- Parents are responsible for transporting their child to and from Red Bridge Preschool. The outside door is unlocked and school hallway/coatroom will be available to you starting at 8:55. Classrooms are open at 9. Students hang up coats, use the restroom and greet teachers at the classroom door before entry to the class. Teachers will not be available before this time, unless a meeting is scheduled. If you happen to arrive prior to 8:55, you are welcome to use the upstairs nursery (please pick up any toys), library and restrooms.
- We ask that parents sign their child in and make sure a Red Bridge Preschool teacher knows they have arrived. Sign-out and teacher notification is also required upon release. If someone other than the parent is picking up the child, the teacher must be notified by the parent verbally and in writing. It is important that students be dropped off and picked up in a timely fashion.

The staff of Red Bridge will follow these steps in handling **late pickups**:

- If a student is still waiting **ten** minutes after class has ended, staff members will attempt to call parents.
- If the parents cannot be reached, the staff will begin to contact those individuals listed in the child's emergency file.
- Parents and staff will meet to discuss any problems and possible solutions regarding schedules.
- Parents will not be charged for the additional supervision time caused by the first late pickup. However, there will be a \$10 charge for all late pick-ups thereafter (the \$10 is payable to the staff member who remained at school and cared for the child)
- Subsequent violations will be handled in a like manner. Repeat violations may require a director/parent consultation.

## **Illness and Health Policies**

### **\*\*\*PLEASE READ THE COVID-19 PREPAREDNESS PLAN \*\*\***

Parent(s) should be sure their child is in good health before coming to school. Children must be willing and able to comfortably participate in **all** activities. Lethargic and/or fussy children should remain at home. Sick children are not permitted to attend school. We want to promote the health of all of our students and staff.

**Children should be kept at home** from school if they have upper respiratory/cold symptoms (frequent coughing an/or runny nose with heavy or green/yellow drainage); a lasting earache, stomachache, sore throat or headache; significant respiratory distress; eye drainage, crustiness, redness, swelling or pink eye; undiagnosed rash or draining sores; diarrhea/vomiting within the last 24 hours; fever of 100 degrees or greater within the last 24 hours without the use of fever reducing medication; strep throat (out until 24 hours after start of antibiotic); medical diagnosis of a contagious disease, including lice, scabies, impetigo, ringworm or chicken pox (until the pox are crusted over); an open wound that cannot be covered.

When a **child in our care has been medically diagnosed** with a communicable disease, lice, scabies, impetigo or ringworm, it should be reported to the teacher within 24 hours of diagnosis, as required by MN state law. We will follow appropriate health authority recommendations to provide information to parents/guardians of all exposed children. Staff will notify parents/guardians on the same day by a written notice in your child's basket and /or an email. Red Bridge will notify all parents of an outbreak of a contagious disease. The Health Department will be notified as necessary. Appropriate documentation from the child's health care provider will be required before the child returns to school.

If **your child shows signs of illness or is uncomfortable while at school**, she/he will stay within sight or hearing of a staff member, but separated from the other children with a cot until parent/guardian arrives. The parents will be contacted immediately and asked to take the child home as soon as possible, within a half hour, to prevent spread of contagious illness. The emergency contact person will be called to pick up the child if the parents cannot be reached. If contacts can not be reached, staff will determine when and if the child's physician should be contacted. If necessary, the child will be transported to Lakeview Hospital in Stillwater, unless otherwise noted by parents. Parents will be notified immediately of any injury or illness at school requiring medical attention and the injury will be thoroughly documented by staff.

## ***Absence from Class***

If your child should need to miss school due to illness or any other reason, we ask that parents notify Red Bridge by 8:15 on the day of the absence by email (redbridge@frontier.com) or by phone (651-433-3222). Parents are also encouraged to write a note on the class notebook at the class sign-in desk if parents know of the absence in advance.

## ***First Aid and Emergency Care***

All teachers are required to take certified first aid and CPR classes. The three basic aims of first aid are: relieving anxiety, pain and discomfort; preventing a child's condition from worsening; and keeping a person alive by performing CPR. The teachers will remember that first aid is first aid only, consisting of measures to be taken before a nurse or doctor is able to take over.

- In the event that emergency care is required due to an accident or injury, 911 will be called. Parents and the child's physician will be notified immediately. If necessary, local paramedic units will be called to take your child to Lakeview Hospital in Stillwater. If a parent or guardian cannot escort the child, a staff member will escort the child until parent's/guardian's arrival.
- In the event a child ingests a poisonous substance, the staff will contact St. Paul Poison Control for instructions. Parents will be contacted immediately.

## ***Medication***

Red Bridge must have written permission from a parent before administering medicine, diapering products, sunscreen and insect repellents. Non-prescription items must be administered according to manufacturer's instructions, unless there are written instruction for their use provided by a physician or dentist. Prescription medication must be administered according to written instructions from a physician or dentist. A label with the child's name and prescription information constitutes instructions. All medications must be kept in their original container with the child's name. Each administration of medication is recorded (name, medicine, date, time, dosage and initial of person dispensing) on-site and available to parents. You must provide diapers and wipes for your child, for use by your child only.

## ***Medical Forms***

State regulations require us to maintain medical records on each child. The immunization form must be filled in by the doctor, signed by the parent and be up to date and in the child's file at the time of enrollment. A health care summary form, documenting a physical exam within the year prior to the child's first day of class, must be completed by a health-care professional and returned by the first day of enrollment.

## ***Bad Weather Closing and Safety Drills***

### **\*\*\*PLEASE READ THE CHILD CARE EMERGENCY PLAN\*\*\***

Red Bridge Preschool is housed in the I.S.D. #834, therefore school is closed on any day that the Stillwater Area Schools are closed due to bad weather. Closing for Stillwater Area Schools is announced on WCCO Radio and most local TV stations. If I.S.D. #834 has a late start due to weather, class is canceled. **Parents are responsible for monitoring school closures.** To comply with state regulations, we will conduct monthly fire drills and seasonal tornado drills.

## ***Snacks***

Red Bridge provides a nutritious mid-morning snack, often a fruit/veggie or grain served with milk. The cost of a daily snack is included in your tuition payment. USDA nutritional guidelines will be followed and menus will be posted. Water is available to children at all times. Staff will sit and eat with the students and engage them in conversation, with questions related to our themes. Snack times offer a rich opportunity for relationship building as well as conversational skill development.

Please inform us of special dietary needs and/or allergies along with current written instructions from your health care provider with all necessary information regarding a special diet. Parents are required to provide prescribed diet items that are not part of our menu plan to meet federal nutritional guidelines. All staff will be informed of a diet order specified in a child's record. Allergy information will be posted in our snack room.

## ***Clothing***

Because of the wide range of activities, it is required that children be dressed in washable, comfortable play clothing. Footwear is worn at all times and should be comfortable and secure for running outdoors. CROCS, Flip Flops and slippery dress shoes should not be worn. Children are taken outdoors each day and proper clothing for the weather should be sent (boots, hats, snow pants and mittens). Please send an extra set of clothes (long-sleeved shirt, pants, underwear and socks) to leave at preschool. All clothing should be labeled with the child's name. We ask that students leave jewelry at home since it can be a distraction and is easily lost/broken.

## **Conferences**

Parent-teacher conferences are held in Fall and Spring to discuss your child and his/her preschool experience. The progress of each child is documented throughout the year during formal and informal assessments (portfolios, observations, checklists, notes, projects, art work, etc.). A written assessment will be given to you detailing the status of your child's academic, physical, social and emotional development. Copies of formal assessments will be placed in the children's files. The teachers are available after class if a particular concern should arise at another time. Together we can better assure a positive and satisfying environment for you and your child.

## **Field Trips**

Supervised field trips are planned to places of educational interest for the children. Parent involvement is greatly appreciated. We will provide the same adequate, responsible, adult supervision for field trips as we would while in attendance at school. Written parental permission will be required for each trip and information on the purpose and destination of the trip will be provided. Forms will be sent home if needed. Our field trip permission slips will be posted at the registration desk. Staff of Red Bridge do not provide transportation of any kind.

## **Presence of Pets**

A pet could be in the classroom as a part of the curriculum. Please notify Red Bridge teachers of allergies or fears that may present a problem for your child. Parents will be notified before a new animal visits the classroom.

## **Studies, Photographs and Publicity**

Written permission is obtained from a parent before a child is involved in experimental research or public relations activity involving a child while at Red Bridge. A separate written permission form will be obtained before each occasion of experimental research or public relations activity or on a form that annually summarizes all research and public relations activities that will be undertaken. We do not use children's full names in public forums. Parents sign an authorization for the use of student photos .

## **Communication Concerns, Grievance Policy**

Parents are encouraged to first resolve a grievance directly with the preschool teacher. If the parent/guardian has an unresolved concern, it should be discussed with the Director of Red Bridge Preschool who will attempt to resolve it. If there is no response or the resolution is unsatisfactory, the parent/guardian should submit a written statement concerning the grievance to the Director who will gather more information and provide a written decision within one week. If upon receipt of the Director's decision, the parent/guardian continues to be dissatisfied, he/she may file a grievance with the Pastor of Christ Lutheran Church. The Pastor will make a decision and notify the parent/guardian, and Director within 2 weeks of receipt of the grievance. *Elizabeth Weisberg– Director (651) 433-3222 ext. 305; Joel Martin– Lead Pastor (651) 433-3222 ext. 303*

## **Drug / Alcohol/Tobacco/Weapons Use Policy**

Red Bridge Preschool prohibits its license holders, employees and volunteers from abusing prescription medication or being under the influence of a controlled substance or alcohol at any time they are providing care or services to the children of the preschool. Christ Lutheran Church is a tobacco-free environment and prohibits all firearms, or other objects carried for the purpose of injuring and/or intimidating. Red Bridge Preschool provides training regarding this policy for all of its employees and volunteers.

## **Confidentiality**

Staff, student and volunteer files are in a locked room. All information regarding staff, students and volunteers must remain confidential and inaccessible to non-employees. If there is a request from an outside source to obtain documentation from a confidential file, the source must submit the request in writing with a signature from the person or legal guardian of the file being requested.

## **Insurance**

Red Bridge maintains an insurance policy for the center in excess of \$1,000,000.



## **Behavior Guidance** (*Behavior Guidance Policies found in Minnesota Rules, part 9503.0055*)

Children are in the process of learning appropriate behavior. They continue to look for direction and limits. Our role as educators is to provide a positive model for children at all times. Our methods include recognition of appropriate behavior as often as possible.

- Children should have positive, Christian role models.
- We teach the children to use words to tell people how we feel.
- The teacher may stand near, look at, put hand on shoulder, etc. to show child that his/her behavior is not acceptable and/or to encourage self problem solving.
- Behavior guidance is developed according to the developmental level of the children.
- The staff will redirect children to a new activity and provide constructive solutions for conflict.
- Children will be taught how to use acceptable alternatives to problem behavior to reduce conflict, voice feelings, acknowledge others' feelings, etc.
- All children and staff members shall be protected and provided a safe and secure environment.
- Logical consequences for unacceptable behavior will be handled immediately and the consequence will be directly related to the behavior (i.e. after child knocks over another's toy blocks purposely, that child would be asked to help pick them up, etc.).

### **Persistent Unacceptable Behavior**

- Persistent unacceptable behavior will be observed and recorded. Staff response will also be recorded. The staff will meet to develop a program plan for the child. The parents of the child will be called for a conference to cooperatively discuss the plan and provide input. Other staff and professionals may be consulted, when appropriate.

### **Prohibited Actions**

- The children will not be subjected to any form of corporal punishment including but not limited to: rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting or spanking.
- The children will not be subjected to any form of emotional stress including, but not limited to: name calling, ostracism, shaming, making derogatory remarks about a child or a child's family or using language that threatens, humiliates or frightens the child.
- The withholding of food, light, warmth, clothing, or medical care will not be used as punishment.
- No physical or mechanical restraints will be used other than to hold a child in effort to protect the child from hurting themselves or others.
- No guns (including finger guns) or swords, etc. are allowed.
- There will be no punishments for lapses in toileting.
- The child will not be separated from the group, except within rule requirements

### **Separation from the Group**

- A child will not be separated from the group except when less intrusive methods have been tried and have been found to be ineffective.
- The child's behavior threatens the well-being of him/herself and/or other children.
- A child who is separated from the group must remain within an unenclosed part of the classroom where the child can be continuously seen and heard by staff. A child's return to the group must be contingent on the child's stopping or bringing under control the behavior that precipitated the separation.
- The child will return to the group as soon as the behavior stops.
- Any separation will be recorded in a log and parents will be notified if the child is separated three or more times in one day.

### **Dangerous Behavior**

On rare occasions, a child's behavior may be deemed to represent a hazard to other persons. If a child throws an object or uses an object to harm another person or causes an intentional bodily injury to another child or staff, they will be sent home immediately. However, it is with the discretion of the Director to require immediate and perhaps permanent removal from the program.

### **Termination of Services**

All members of the school community should feel physically, intellectually and psychologically safe when at school or at school functions. Services may be terminated in the event of the following:

- A parent/guardian or child is verbally, physically abusive or threatening to staff, children or others.
- A parent/guardian or child acts in a disrespectful or harassing manner toward a staff/student or family member, including through written communication.
- A parent/guardian or child is destructive or abusive to property.
- A child develops a pattern of fleeing supervision in the classroom or building.
- A child demonstrates harmful behavior to self or others.
- There is a lack of cooperation from parent/guardian to assist staff in meeting needs of the child.
- There is a violation and/or refusal to follow any Red Bridge policies and procedures.

## **Detailed Child Care Program Plan (as required by MN DHS Licensing)**

A. Children attending Red Bridge Preschool will be supervised by a staff member at all times.

B. Red Bridge Preschool has a capacity to serve 26 students on any given day, not to exceed 18 preschoolers and 14 toddlers. There may be no more than 5 children under 2 1/2 years of age. A "toddler" is legally defined as between 16-33 months and is eligible for our Two's class if he/she turns 2 by Sept. 1. A child eligible for preschool is at least 3 years old by Sept. 1, but has not yet attended the first day of kindergarten.

C. Our program operates Monday through Friday, 9:00am-11:45am, September through May. The 3/4's class is T/TH and the Pre-K class is MWF. Parents have the option of adding extra days to the traditional schedule, with teacher approval. Tremendous Two's class is held Wednesdays from 9-11:30. Red Bridge Lunch Bunch is offered as an extension to the day or as a separate experience one afternoon a week from 11:45am to 2:30pm (sufficient enrollment required). Students who are interested will be asked to bring their own nutritious bag lunch, according to state nutrition guidelines. An afternoon snack is provided.

D. Red Bridge Preschool offers a variety of learning experiences which include: physical (large and small motor development) social, emotional, intellectual and spiritual development. Since each child is an individual, we provide both teacher and child directed activities. We strive to offer a balance between quiet and active activities, as well as individual and group experiences. Educational methods used include Reggio, Early Childhood Family Education and Montessori. We follow the developmental philosophy and encourage thematic and "hands on" learning. We take field trips and ask people outside the center to share with us so our learning is enriched. As part of Christ Lutheran Church, we incorporate religious holidays, Bible stories, chapel time with church staff, praise songs and prayer into our program.

E. This program plan shall be reviewed and evaluated in writing annually by a staff person qualified as a teacher under part 9503.0032 in our program, as documented in our administrative (personnel) records and on this signed document.

F. Goals and Objectives to promote intellectual, physical, social and emotional development for toddlers and preschoolers (9503.0005, sub 2)

a. Physical Development: To provide an environment which encourages large and small motor growth in each preschool and toddler child according to their developmental level.

- i. Large Motor Objectives:
  1. Develop balance and spatial relationships
  2. Develop coordination and control
  3. Develop confidence and skills with equipment
  4. Develop eye-hand coordination
  5. Develop large muscles
- ii. Small Motor Objectives:
  1. Develop dressing skills
  2. Develop pincer skills
  3. Develop eye-hand coordination
  4. Develop counting skills
  5. Develop small muscles

b. Intellectual Development: To provide an environment which encourages development in language, math, science and social sciences at developmentally age appropriate levels for each individual child.

- i. Objectives for developing language skills:
  1. Develop and expand vocabulary
  2. Develop pre-reading skills
  3. Experience letters and phonics as the basis for reading
  4. Experience various types of literature and languages
  5. Experience opportunities to practice oral language
  6. Develop pre-writing skills
  7. Develop listening skills
- ii. Objectives for developing math skills:
  1. Develop one to one correspondence skills
  2. Experience exposure to geometry
  3. Develop and expand numerical recognition
  4. Experience exposure to quantities
  5. Experience opportunities to practice counting
  6. Develop patterning skills
  7. Develop puzzle skills
  8. Develop shape skills
  9. Develop classifications skills

- iii. Objectives for developing science skills:
  - 1. Develop problem-solving skills
  - 2. Develop questioning skills
  - 3. Develop classification skills
  - 4. Develop observation skills
  - 5. Experience exposure to natural events in their world
  - 6. Experience exposure to the plant and animal world
  - 7. Experience opportunities for science exploration with open-ended materials
  - 8. Experience exposure to chemistry
  - 9. Experience sensory discovery opportunities
- iv. Objectives for developing social sciences
  - 1. Experience exposure to the world around the children
  - 2. Develop respect and compassion for all people
  - 3. Experience opportunities to explore the community of Marine and surrounding areas
  - 4. Develop an awareness of various occupations
  - 5. Experience visits with people outside of the classroom
  - 6. Experience intergenerational activities
- c. Social Development: To provide an opportunity for each child to develop group and interpersonal relationship skills.
  - i. Develop skills in cooperation and taking turns
  - ii. Develop group interaction skills
  - iii. Develop problem-solving skills
  - iv. Develop communication skills
  - v. Develop creative thinking skills
  - vi. Develop respectful attitudes towards others and staff
- d. Emotional Development: To provide an environment that fosters a positive self-image
  - i. Experience a warm nurturing environment
  - ii. Develop an awareness and respect of people who are different
  - iii. Experience success
  - iv. Develop leadership skills
  - v. Develop ways to express feelings in an appropriate manner

G. Activities designed to promote intellectual, physical, social and emotional development: Activities will be consistent with a child's cultural background. Parents will provide relevant cultural background information and teachers will attend training on meeting the diverse cultural needs of students.

a. Physical:

- i. Large Motor: running; skipping; jumping; climbing; galloping; ball-handling skills; balancing; obstacle course; creative movement; large blocks; parachute play; sliding; swinging.
- ii. Small Motor: cutting; gluing; painting; puzzles; stringing and beading; pouring; play dough; crayons; markers and pencils; manipulative; small blocks; lacing; cooking; sensory play; weaving.

b. Intellectual:

- i. Math: pegs & pegboard; puzzles; symbol recognition; geometric shapes; measurement; sequencing; patterning; computers; matching; classification; calendar; finger plays and songs; books; dramatic play; block play; cooking; sensory table; light table.
- ii. Language stories; flannel board activities; puppets; dollhouse; matching games; sequencing; journals; printed posters/signs; classification; calendar; finger plays and songs; individual sharing; books and magazines; listening activities; dramatic play; block play; cooking; sensory table.
- iii. Social Science: field trips (local post office, library, fire station, garage, bank, pumpkin patch, apple orchard, llama farm; Warner Nature Center; state park, Petco, Christmas tree farm; etc.); occupational games; books; intergenerational events; outside visitors; dramatic play block play; cooking; puzzles.
- iv. Science: magnets; magnet experiments/discovery; root view garden; butterfly garden; insect viewers & catchers; chemistry experiments; books; magnifiers; various animal/bird furs, feather, skin, and bones, sink/float; block play; dramatic play; cooking; nature objects; fish tank; plants; sensory table; light table; puzzles, as well as in-house field trips with educational programming.

c. Social: dramatic play; cooking; free choice play; block play; sensory play; intergenerational events; music; field trips; snack time; housekeeping play; group time/sharing time.

d. Emotional: group times; free choice; dramatic play; sensory play; sharing times; problem solving; creative movement; housekeeping play; block play; creative play..

H. The progress of each child is documented throughout the year during formal and informal assessments (portfolios, observations, checklists, notes, projects, art work, etc...) Parents are invited to attend conferences where they will be given written and verbal reports/assessments of their child's progress in the 4 areas of development. Copies of formal assessments will be placed in the children's files.

I. **Daily Preschool Schedule:**

- 9:00 Children arrive, free play
- 9:25 Circle Time (Calendar, weather, story time, singing, introduction to Theme of the Day)
- 9:45 Snack/conversation time
- 10:10 Bathroom Break
- 10:20 Portfolio or project work, free choice in Learning Centers
- 11:00 Literacy/Science
- 11:20 Large Muscle /Outside Play
- 11:45 Children Dismissed

**Daily Twos' Schedule:**

- 9:00 Children arrive, free play, welcome activity
- 9:30 Circle Time (Calendar, weather, story time, singing, introduction to Theme of the Day)
- 9:50 Portfolio or project work, free choice in Learning Centers
- 10:20 Snack/Conversation time
- 10:35 Bathroom
- 10:45 Large Muscle/Outdoor
- 11:10 Music
- 11:30 Children Dismissed

**Friday Lunch Bunch**

- 11:45 Free Play
- 12:00 Lunch
- 12:25 Bathroom Break
- 12:40 Quiet Group Activity (story, audio book, etc...)
- 1:00 Project/Free Choice/Centers
- 2:00 Snack
- 2:20 Get coats and backpacks
- 2:30 Dismissal

J & K. We provide activities that are quiet, active, teacher directed and child initiated

Equipment and Materials Examples:

<u>Quiet</u>	<u>Active</u>	<u>Teacher Directed</u>	<u>Child Initiated</u>
books	basketball hoop	circle time	dramatic play
flannelboard	slides	music	stories/puppets
manipulatives	movement games	art	books
puzzles	balls/hula	group games	experiments
dollhouse	hopscotch	chapel time	manipulative
play dough	hula hoops	books	blocks/trucks
art	swings	conversation	housekeeping
books	exercise	stories	reading
table games	tumbling		dollhouse
blocks	group games		writing area
writing area	walks		sensory play
journals	parachute play		board games

L. The Child Care Program Plan is available to parents upon request and is contained in the Parent Handbook given to all parents/guardians at the time of enrollment.

**Children with Special Needs:** Red Bridge tries to accommodate special needs when possible, given financial, space and staffing constraints. Parents have the responsibility to inform Red Bridge of any special medical condition, needs or allergies, so we can provide adequate care and support, when possible, if the child has a special need and is (one or more of the following):

- Eligible for case management through the state and has an Individual Service Plan (ISP) for developmental disabilities,
- Receiving services through the local school district and has an Individual Education Plan (IEP),
- Determined by a licensed physician, psychiatrist, psychologist, or consulting psychologist to have a condition related to physical, social, or emotional development, the parent is asked by the director or teacher to share the ISP and/or IEP with us.

In addition, state licensing regulations require us to develop an Individual Child Care Plan (ICCP) in coordination with the parent and above plan that will assist us in meeting the child's needs, with specified methods of implementation. This plan must be signed by the parent and the child's source of licensed health care as listed above and evaluated annually by all involved to assure that necessary changes are made to the plan of care. If the special need requires that our staff be trained to perform a new skill, we will ask the parent/guardian to arrange for and cover the cost of this training. The training content, date and staff names must be documented in the child's record. Copies of all service contracts are available on site when care is provided to a child with special needs.

## ***Detailed Curriculum***

Children learn best when content is embedded in a meaningful context; where connections to new information are readily developed. For this reason, our curriculum centers around monthly and weekly themes, as outlined in our thematic calendar. Children choose from thematic activities offered in daily learning centers that allow children to learn through their senses and hands-on experiences with developmentally appropriate materials. In the context of each of our themes, we will be exploring weather, numbers, and letters (based on ease of learning), stories, poems and songs as well as projects geared to individual interests. Group activities include circle time, music, large muscle time, snack, stories and games. The children are guided and encouraged through all activities with teacher-student conversations.

As a ministry of Christ Lutheran Church, we incorporate religious holidays, Bible stories, chapel time with church staff, praise songs and prayer into our program.

## ***Interest Areas/Learning Centers***

### ***Blocks/Construction***

When children build with blocks they learn about sizes and shapes, partial relationships, math concepts, and problem solving. When children lift, stack and move blocks they learn about weight and size. Each time they use blocks, they are making decisions about how to build a structure or solve a construction problem. As they are building with blocks we encourage them to talk about what they are doing by asking questions and having them talk to other children about what they are building.

### ***Cognitive Manipulative/Fine Motor***

Puzzles, table games, Legos, weaving, tinker toys and collections of small objects. They learn how to sort and classify, judge distance, direction, right and left, up and down. While they are using manipulatives, they are able to describe what they are thinking and doing with the different material, as well as developing fine motor skills.

### ***Sensory Stimulation Activities***

When children are exploring in the sensory table by pouring water into measuring cups, dropping objects such as stones, feathers, marbles, plastic objects and exploring with sand they are gaining mathematical, scientific and patterning thinking. While the children are experimenting with all of these different objects, we ask them questions to help and encourage them to think about their discoveries.

### ***Dramatic Play/Practical Life Activities***

Dramatic play is important for children because they take on a role and re-create real life experiences. They use props to make-believe about a wide variety of topics. The ability for a child to pretend is very important because they are able to recall experiences they've had and re-create them. Our dramatic play areas allow for creativity and imagination for children to learn about their world.

### ***Creative Arts and Crafts***

Art is an important part of our curriculum. Art is a way for children to express their original ideas and feelings, improve their coordination, develop small muscle skills, learn to recognize colors, textures, and develop creativity and pride in their accomplishments by exploring various art materials. Everyday art materials are always readily available for the children, such as drawing, painting, cutting, pasting, weaving and playing with play dough. We encourage the children to express their feelings and share their ideas by telling us about their creation. Our goal is not concerned with the finished product, but rather with the process by which the child receives the joy of creative expression.

## ***Curriculum Continued***

### ***Literacy***

In these areas, children are able to gain the foundation for reading and writing. The children are able to relax and enjoy looking at books, using stuffed animals and puppets to re-create or create their own stories by sitting in the quiet and comfortable reading corner. Writing is another area where the students have an opportunity to be exposed to literacy skills. Letter stamps, words with pictures, markers, pencils and the alphabet are there for the children to utilize according to their wants and needs.

### ***Science***

Young children are explorers. The science area will help children gain knowledge about our world and nature. Through investigating, pretending and discovering, children begin understanding simple science concepts. We also incorporate simple science experiments during group time that connect with our curriculum theme.

### ***Music***

Music helps children learn about rhythm, vocabulary and sound. We use music in group and large muscle to create cooperation and movement in our classroom. Through singing and moving to music, the children have a chance to move freely, practice new skills and feel good about what their bodies can do. We play musical instruments, move to the music with colored scarves and sing cooperatively as a group.

### ***Snack Time***

Snack time begins with hand washing and table prayer. Children learn and practice social skills such as sharing, table conversation and manners. Children have the opportunity to learn about nutrition , food safety, how to read labels, follow directions and measure.

### ***Large Muscle***

Large muscle and outdoor activities are important. Children need a lot of room to run, jump, climb and use all of their large muscles. Being outdoors gives the children another opportunity for discovery. They are able to notice changes by seeing, hearing, touching and feeling plants and animals according to the different seasons and weather. Children become more observant of things around them and gain experiences with nature. Physical play provides a valuable experience for a child's growth and development.

**Reviewed and updated May 2023**

***Elizabeth Weisberg***

**Director**

**Department of Human Services (DHS), State of MN Division of Licensing- (651) 431-6500**

# Maltreatment of Minors Mandated Reporting

This form may be used by any provider licensed by the Minnesota Department of Human Services, except family child care. The form for family child care providers can be found in eDocs #7634C.

## What to report

- Maltreatment includes egregious harm, neglect, physical abuse, sexual abuse, substantial child endangerment, threatened injury, and mental injury. For definitions refer to [Minnesota Statutes, section 260E.03](#), and pages 3-6 of this document. Maltreatment must be reported if you have witnessed or have reason to believe that a child is being or has been maltreated within the last three years.

## Who must report

- If you work in a licensed facility, you are a “mandated reporter” and are legally required (mandated) to report maltreatment. You cannot shift the responsibility of reporting to your supervisor or to anyone else at your licensed facility.
- In addition, people who are not mandated reporters may voluntarily report maltreatment.

## Where to report

- If you know or suspect that a child is in immediate danger, call 9-1-1.
- Reports concerning suspected maltreatment of children, or other violations of Minnesota Statutes or Rules, in facilities licensed by the Minnesota Department of Human Services, should be made to the Licensing Division’s Central Intake line at 651-431-6600.
- Incidents of suspected maltreatment of children occurring within a family, in the community, at a family child care program, or in a child foster care home, should be reported to the local county social services agency at 651-430-6457 or local law enforcement at 651-430-7600.

## When to report

- Mandated reporters must make a report to one of the agencies listed above immediately (as soon as possible but no longer than 24 hours).

## Information to report

- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the maltreatment (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected maltreatment occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.

## Failure to report

- A mandated reporter who knows or has reason to believe a child is or has been maltreated and fails to report is guilty of a misdemeanor.
- In addition, a mandated reporter who fails to report serious or recurring maltreatment may be disqualified from a position allowing direct contact with, or access to, persons receiving services from programs, organizations, and/or agencies that are required to have individuals complete a background study by the Department of Human Services as listed in Minnesota Statutes, section 245C.03.

## Retaliation prohibited

- An employer of any mandated reporter is prohibited from retaliating against (getting back at):
  - an employee for making a report in good faith; or
  - a child who is the subject of the report.
- If an employer retaliates against an employee, the employer may be liable for damages and/or penalties.

## Staff training

The license holder must train all mandated reporters on their reporting responsibilities, according to the training requirements in the statutes and rules governing the licensed program. The license holder must document the provision of this training in individual personnel records, monitor implementation by staff, and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14.

## Provide policy to parents

For licensed child care centers, the mandated reporting policy must be provided to parents of all children at the time of enrollment and must be available upon request. The definitions section (p. 3-6) is optional to provide to parents.

*The following sections only apply to license holders that serve children. This does not include family child foster care per [Minnesota Statutes 245A.66, subd. 1](#).*

## Internal review

- When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review within 30 calendar days and take corrective action, if necessary, to protect the health and safety of children in care.
- The internal review must include an evaluation of whether:
  - related policies and procedures were followed;
  - the policies and procedures were adequate;
  - there is a need for additional staff training;
  - the reported event is similar to past events with the children or the services involved; and
  - there is a need for corrective action by the license holder to protect the health and safety of children in care.

## Primary and secondary person or position to ensure reviews completed

The internal review will be completed by \_\_\_\_\_ . If this individual is involved in the alleged or suspected maltreatment, \_\_\_\_\_ will be responsible for completing the internal review.

## Documentation of internal review

The facility must document completion of the internal review and make internal reviews accessible to the commissioner immediately upon the commissioner's request.

## Corrective action plan

Based on the results of the internal review, the license holder must develop, document, and implement a corrective action plan to correct any current lapses and prevent future lapses in performance by individuals or the license holder.



## Definitions

Found in [Minnesota Statutes, section 260E.03](#)

### **Egregious harm** ([Minnesota Statutes, section 260E.03, subd. 5](#))

"Egregious harm" means harm under [section 260C.007, subdivision 14](#), or a similar law of another jurisdiction.

[Minnesota Statutes, section 260C.007, Subd. 14:](#)

"Egregious harm" means the infliction of bodily harm to a child or neglect of a child which demonstrates a grossly inadequate ability to provide minimally adequate parental care. The egregious harm need not have occurred in the state or in the county where a termination of parental rights action is otherwise properly venued. Egregious harm includes, but is not limited to:

1. conduct towards a child that constitutes a violation of sections [609.185](#) to [609.2114](#), [609.222, subdivision 2](#), [609.223](#), or any other similar law of any other state;
2. the infliction of "substantial bodily harm" to a child, as defined in section [609.02, subdivision 7a](#);
3. conduct towards a child that constitutes felony malicious punishment of a child under [section 609.377](#);
4. conduct towards a child that constitutes felony unreasonable restraint of a child under [section 609.255, subdivision 3](#);
5. conduct towards a child that constitutes felony neglect or endangerment of a child under [section 609.378](#);
6. conduct towards a child that constitutes assault under section [609.221](#), [609.222](#), or [609.223](#);
7. conduct towards a child that constitutes solicitation, inducement, or promotion of, or receiving profit derived from prostitution under [section 609.322](#);
8. conduct towards a child that constitutes murder or voluntary manslaughter as defined by United States Code, title 18, section 1111(a) or 1112(a);
9. conduct towards a child that constitutes aiding or abetting, attempting, conspiring, or soliciting to commit a murder or voluntary manslaughter that constitutes a violation of United States Code, title 18, section 1111(a) or 1112(a); or
10. conduct toward a child that constitutes criminal sexual conduct under [sections 609.342](#) to [609.345](#).

### **Maltreatment** ([Minnesota Statutes, section 260E.03, subd. 12](#))

"Maltreatment" means any of the following acts or omissions:

1. egregious harm under subdivision 5;
2. neglect under subdivision 15;
3. physical abuse under subdivision 18;
4. sexual abuse under subdivision 20;
5. substantial child endangerment under subdivision 22;
6. threatened injury under subdivision 23;
7. mental injury under subdivision 13; and
8. maltreatment of a child in a facility.

### **Mental injury** ([Minnesota Statutes, section 260E.03, subd. 13](#))

"Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

## **Neglect** ([Minnesota Statutes, section 260E.03, subd. 15](#))

- A. "Neglect" means the commission or omission of any of the acts specified under clauses (1) to (8), other than by accidental means:
1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so;
  2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
  3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in their care;
  4. failure to ensure that the child is educated as defined in sections [120A.22](#) and [260C.163, subdivision 11](#), which does not include a parent's refusal to provide the parent's child with sympathomimetic medications, consistent with section [125A.091, subdivision 5](#);
  5. prenatal exposure to a controlled substance, as defined in section [253B.02, subdivision 2](#), used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child at birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
  6. medical neglect, as defined in section [260C.007, subdivision 6](#), clause (5);
  7. chronic and severe use of alcohol or a controlled substance by a person responsible for the child's care that adversely affects the child's basic needs and safety; or
  8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.
- B. Nothing in this chapter shall be construed to mean that a child is neglected solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.
- C. This chapter does not impose upon persons not otherwise legally responsible for providing a child with necessary food, clothing, shelter, education, or medical care a duty to provide that care.

## **Physical abuse** ([Minnesota Statutes, section 260E.03, subd. 18](#))

- A. "Physical abuse" means any physical injury, mental injury under subdivision 13, or threatened injury under subdivision 23, inflicted by a person responsible for the child's care on a child other than by accidental means, or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized under section [125A.0942](#) or [245.825](#).
- B. Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by section [121A.582](#).
- C. For the purposes of this subdivision, actions that are not reasonable and moderate include, but are not limited to, any of the following:
1. throwing, kicking, burning, biting, or cutting a child;
  2. striking a child with a closed fist;
  3. shaking a child under age three;
  4. striking or other actions that result in any nonaccidental injury to a child under 18 months of age;
  5. unreasonable interference with a child's breathing;
  6. threatening a child with a weapon, as defined in [section 609.02, subdivision 6](#);

7. striking a child under age one on the face or head;
8. striking a child who is at least age one but under age four on the face or head, which results in an injury;
9. purposely giving a child:
  - i. poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner in order to control or punish the child; or
  - ii. other substances that substantially affect the child's behavior, motor coordination, or judgment; that result in sickness or internal injury; or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances;
10. unreasonable physical confinement or restraint not permitted under [section 609.379](#), including but not limited to tying, caging, or chaining; or
11. in a school facility or school zone, an act by a person responsible for the child's care that is a violation under section [121A.58](#).

## **Sexual abuse** ([Minnesota Statutes, section 260E.03, subd. 20](#))

"Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child, or by a person in a current or recent position of authority, to any act that constitutes a violation of section [609.342](#) (criminal sexual conduct in the first degree), [609.343](#) (criminal sexual conduct in the second degree), [609.344](#) (criminal sexual conduct in the third degree), [609.345](#) (criminal sexual conduct in the fourth degree), [609.3451](#) (criminal sexual conduct in the fifth degree), or [609.352](#) (solicitation of children to engage in sexual conduct; communication of sexually explicit materials to children).

Sexual abuse also includes any act involving a child that constitutes a violation of prostitution offenses under sections [609.321](#) to [609.324](#) or [617.246](#). Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes child sex trafficking as defined in section [609.321](#), subdivisions 7a and 7b.

Sexual abuse includes threatened sexual abuse, which includes the status of a parent or household member who has committed a violation that requires registration as an offender under section [243.166, subdivision 1b](#), paragraph (a) or (b), or required registration under section [243.166, subdivision 1b](#), paragraph (a) or (b).

## **Substantial child endangerment** ([Minnesota Statutes, section 260E.03, subd. 22](#))

"Substantial child endangerment" means that a person responsible for a child's care, by act or omission, commits or attempts to commit an act against a child under their care that constitutes any of the following:

1. egregious harm under subdivision 5;
2. abandonment under section [260C.301, subdivision 2](#);
3. neglect under subdivision 15, paragraph (a), clause (2), that substantially endangers the child's physical or mental health, including a growth delay, which may be referred to as failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
4. murder in the first, second, or third degree under section [609.185](#), [609.19](#), or [609.195](#);
5. manslaughter in the first or second degree under section [609.20](#) or [609.205](#);
6. assault in the first, second, or third degree under section [609.221](#), [609.222](#), or [609.223](#);
7. solicitation, inducement, and promotion of prostitution under section [609.322](#);
8. criminal sexual conduct under sections [609.342](#) to [609.3451](#);
9. solicitation of children to engage in sexual conduct under section [609.352](#);
10. malicious punishment or neglect or endangerment of a child under section [609.377](#) or [609.378](#);
11. use of a minor in sexual performance under section [617.246](#); or
12. parental behavior, status, or condition that mandates that the county attorney file a termination of parental rights petition under section [260C.503, subdivision 2](#).

## **Threatened injury** ([Minnesota Statutes, section 260E.03, subd. 23](#))

- A. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.
- B. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care, as defined in subdivision 17, who has:
  - 1. subjected a child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm under subdivision 5 or a similar law of another jurisdiction;
  - 2. been found to be palpably unfit under section [260C.301, subdivision 1](#), paragraph (b), clause (4), or a similar law of another jurisdiction;
  - 3. committed an act that resulted in an involuntary termination of parental rights under section [260C.301](#), or a similar law of another jurisdiction; or
  - 4. committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative under Minnesota Statutes 2010, section [260C.201](#), subdivision 11, paragraph (d), clause (1), section [260C.515, subdivision 4](#), or a similar law of another jurisdiction.
- C. A child is the subject of a report of threatened injury when the local welfare agency receives birth match data under section [260E.14, subdivision 4](#), from the Department of Human Services.

# Red Bridge Preschool

## *Parental/Guardian Consent Form 2023-2024*

I have thoroughly read, understood, and agree to the information, policies and guidelines included in the Parent Handbook, Covid-19 Preparedness Plan, and Childcare Emergency Plan. My signature below assures that I will abide by these guidelines.

Name \_\_\_\_\_ Date \_\_\_\_\_  
*Print Name of Parent/Guardian*

Name \_\_\_\_\_  
*Signature of Parent/Guardian*

Name of Child \_\_\_\_\_

Start Date \_\_\_\_\_

*All Parent Handbook policies and procedures are provided to parents/guardians of all children at the time of enrollment and additional copies are made available upon request.*

Upon signature—file in child’s file