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PARENT HANDBOOK 2025-2026

Detroit Lakes ECFE/School Readiness Preschool Classes

**See Roosevelt & Rossman Parent Handbook on the district website.*



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June 2025

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Welcome to School Readiness!

We are excited and honored that you have chosen Detroit Lakes School Readiness for your child and family!

Arrival

For your child's safety, ensure staff know your child has arrived and they will escort your child into the building. **Children may not enter the building alone.** Arrival Time —7:45-8:00 am—**Rossman** Door W1 on the west side of the building. **Roosevelt** main entrance on the east side of the building. Late arrivals must go to the main office for admittance into the building.

Dismissal

Please wait for your child near the same area as arrived and children will be brought to you. Children will not be permitted to leave with anyone other than parents, caregivers who enroll or bring them to class, or individuals listed on the emergency contacts or authorized for drop off and pick up and who present an I.D.. Please make sure this information is updated. You will need to let your child's teacher know who will be picking them up if it is someone other than the enrolling parent (s). Please provide the teacher with the name of the individual and inform that individual that they will need to furnish a picture I.D. before we will release the child to their care. Children may not enter the parking lot unaccompanied by an adult. If picking your child up from the playground, you must come to the playground to meet your child and notify a staff member you will be leaving with your child.

What to Bring

Your registration fee of \$30 is used for classroom school supplies. While there is no need to send general school supplies, your child will need the following items:

- Backpack or cloth bag large enough to easily fit a standard folder (Please label backpacks inside)
- Large zip lock baggie labeled with extra set of clothing (shirt, pants, underwear, socks in case of accidents) that can stay at school
- Wear appropriate closed toed running shoes for playing in the gym & on playground
- A dishwasher safe water bottle labeled with child's first name and last initial
- A small blanket or snuggly for rest time that can stay at school during the week (full day classes only).

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Closed Days

See Academic Calendar at www.dlschools.net

Last day of school Readiness and Pre-K Laker Kids

- Thursday, May 21



3. No child will be separated from the group unless less intrusive methods of guiding the child's behavior, (a) have been tried and were found to be ineffective, and (b) the child's behavior threatens the well-being of the child or other children in the center.
4. No child will be punished for lapses in toilet habits. Food, light, warmth, clothing, or medical care will never be withheld as punishment for unacceptable behavior.

CHILD ABUSE and NEGLECT POLICY

Staff or contractor who suspects child abuse/neglect is required to report it according to the Minnesota law. This law requires that all people who work with children report suspected physical abuse, sexual abuse or neglect of children by their parent, caretaker or guardian, to the local police or Human Services Department.

School Readiness TUITION PAYMENT POLICY

- Payments are due monthly. You will receive an electronic billing.
- Families are expected to **provide a minimum of a two week notice if leaving the program.**
- NO refunds for absent days.
- Cancellations due to inclement weather will be made up.

Pre-K Laker Kids (after school program)

Please visit the website below to view the Laker Kids Family Handbook
<https://communityed.dlschools.net/community-education/latch-key-school-age-care>

Emergency Closing or Early Dismissal

If Detroit Lakes Schools have early dismissal due to inclement weather, staff will be here until all children have been picked up, but we ask that you pick up your child as soon as possible to keep everyone safe on the roads.

ACTIVE SUPERVISION AT ALL TIMES, the safety and well-being of children and staff is of primary importance. No child will be left alone or unsupervised while attending.

- Send appropriate outdoor clothing as the weather changes (ie: warm coat, winter clothing: snow pants, boots, hats, mittens or extra sweatshirt for cool days) Label inside with your child's name. Put outdoor clothing in a reusable bag with handles to go back and forth. *Things don't necessarily fit in the backpack with shoes, folders and art work, and things can become a soggy mess especially when snow gear gets super wet or muddy.*

Toilet Learning

*If your child is still **toilet learning**, you will be asked to provide an ample supply of diapers or pullups and wipes and continue to provide as supplies begin to run low. Please mark the container of wipes with your child's first name and last initial. We will also need a signed permission form to use the wipes or ointments and a plan for toilet learning.

Toileting and Restroom Use

*We will take scheduled restroom trips with the whole class. We will also take your child to the restroom as needed. If your child is still in the toilet learning process, you will be asked to set up a plan with your child's teacher or our parent educator to accomplish this goal.

*Boys: Please visit the men's restroom with your son and practice using the urinal if this is new.

Nap and rest (Full Day)

*Children enrolled in **Full Day** Programs will be encouraged to nap or rest quietly for at least 30 minutes on a daily basis. Soft, calming music may be played.

*Children will be provided the comfort of utilizing the same cot or mat each day, which is labeled with the individual child's name and placed in the same location during nap/rest time when possible. Cots and mats will be cleaned and sanitized daily and as needed.

*Parents are responsible for providing their child with a clean nap/rest time blanket that will be left at the center during the week. Centers will have extra blankets available for children who do not bring one from home. The blanket will be taken home at the end of the week to be washed and returned with the child the beginning of the following week. Wet or soiled blankets will be taken home daily to be washed and returned the next day.

*Appropriate child/staff ratio will be maintained at all times.

*Children will be supervised at all times.

Transportation

***If your child uses an alternate form of transportation** (bus, transit, taxi, etc.) **it is your responsibility** to contact the company if your child is not riding.

*Children are expected to be **picked up within 5 minutes** of scheduled end of class and are only released to a responsible adult.

Snacks and/or Meals

*Please make sure any food allergies your child has are listed on the enrollment information form and health status form. You will be asked to complete a special diet statement.

1. Our goal is to help children be comfortable with trying new foods in a relaxed setting with staff and peers, learn about foods healthy for our bodies, and encourage development of nutritious habits.
2. Morning only classes will have breakfast at approximately 8:15 am. Afternoon only classes will have snack at approximately 2:30 pm. Full day classes will have breakfast at approximately 8:15 am, lunch at approximately 11:15 am, and snack at approximately 2:30 pm
3. Water will be provided throughout the day and with snacks.
4. Meals and snacks are offered as part of the tuition and at no additional costs to families.

Menus

Menus are available on the district website.

Weather Related Closings and Announcements

WEATHER CLOSINGS: Will be announced on the radio, TV, and our Facebook page. If public schools are cancelled due to inclement weather, so is school readiness.

NOTE: If public school & busses are running late, the morning classes are cancelled. Full day classes will start late and still run on late start days.

Calendar/School Days

School Readiness follows the school calendar.

Attendance

Regular attendance and participation is an important part of our program. By participating you and your child will learn and grow together!

If your child will be absent for any reason, please contact their teacher to let them know the reason for being absent, by 8:45 am the day of.

We understand that unexpected things come up, staff are here to support you, and help find resources to support attendance.

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In the READING AND WRITING AREA, the child:

- can choose from variety of books to explore and read alone, with peers or with an adult
- develops fine motor control and practice making marks, lines and letter-like forms
- is exposed to a variety of print
- **materials may include:** books, magazines, pencils, crayons, nursery rhymes, pictures and words, and samples of alphabet letters
- we have also labeled numerous items in our rooms to help children understand that print has meaning.

Behavior Guidance

The approach to behavior guidance is to prevent misbehavior and teach children more appropriate actions. Positive relationships and the classroom environment are key factors.

Expulsions or exclusions due to on-going unsafe or harmful behavior may be used after non-exclusionary discipline actions outlined in subdivision 2 of 2023 MN statutes 121A. 45 have been exhausted. This includes collaborating with the child's family or guardian, child mental health consultant or provider, education specialists, or other community-based support; creating a written plan with the parent or guardian, that details the action and support needed for the child to fully participate in the current educational program; OR providing a referral for needed support services.

Prohibited Actions

The following actions are prohibited by, or at the direction of, any staff:

1. Subjecting a child to corporal punishment is prohibited..
Corporal punishment includes, but it not limited to:
*Rough Handling *Shoving *Biting *Kicking
*Pulling Hair *Ear Pulling *Hitting *Pinching
*Shaking *Slapping *Spanking
2. Subjecting a child to emotional abuse is prohibited. Emotional abuse includes, but is not limited to:
*Name calling *Ostracism *Frighten the child
*Shaming *Humiliate the child
*Using threatening language
*Making derogatory remarks about the child or the child's family

In the **HOUSE AREA**, the child:

- makes decisions
- imitates the people here she knows
- develops social skills
- increases understanding of the world
- uses and practices expressive language
- **materials may include:** dress up clothes, kitchen props, dolls and accessories, and prop boxes based on community occupation (such as doctor's office or restaurant).

In the **ART AREA**, the child:

- develops eye-hand coordination and small muscle control
- tries to use proper pencil or crayon grip consistently
- experiments with form, line, shape and spatial relationships
- uses creativity to plan, design, and implement an idea
- **materials may include:** paint, markers, crayons, play dough, glue, scissors, collage items, and paper

In the **PLAYGROUND/GYM/LARGE MOTOR AREA**, the child:

- develops muscular strength and coordination
- experiments with motor activities
- strengthens agility and balance
- uses energy constructively and imaginatively
- **equipment may include:** balls, parachute, tricycles, swings, climbing structures, wagons, and shovels and buckets in the sandbox

In the **TOY AREA**, the child:

- develops eye-hand coordination and small muscle control
- practices skills and counting, sorting, stringing, and building, putting together and taking apart, and pretending
- solves problems independently or with peers
- **materials may include:** stringing beads, puzzles, simple board games, shape sorters, pegs, dominos, and nesting cups

In the **SAND and WATER AREA**, the child:

- explores spatial concepts such a filling and dumping
- practices scooping, stirring, sifting, molding, splashing, digging, emptying, and filling
- investigates the properties of materials
- develops confidence and self-help skills
- **materials may include:** sand, water, scoops, buckets, water wheels, sifters, items to sink, float and burry, and a variety of containers

Child Illness

While attendance is important, if you child has any of the following, please do not send him/her to school. Also, if any of these is noticed at school, you will be asked to pick up your child promptly.

*Communicable disease (ex: influenza, chicken pox, pinkeye, hand foot mouth, etc.)

- | | | |
|------------------------|-------------------------|------------------------|
| *Head Lice/Nits | *Skin infection or rash | |
| *Diarrhea | *Earache | *Sore Throat |
| *Fever 100.4 or higher | *Suspected Pinkeye | *Persistent Cough |
| *Upset stomach | *Vomiting | *Thick Nasal Discharge |
| *Severe headache | *Swollen Glands | |

If there is any doubt about whether to send your child to school, it's probably best to keep him or her home. Children who have a fever, or diarrhea, should be kept home for 24 hours after they are free of symptoms WITHOUT reducing medications. Communicable diseases need to be treated for a minimum of 24 hours prior to returning. This not only benefits your child, but other children & staff as well. If medically necessary for your child to stay inside during outside time, a doctors written order must be provided by the doctor to the program. This is needed in advance to allow time for the program to ensure required adult to child ratios are met throughout the program. Please see dlschools.net > [early childhood](#) > [Health Services](#) for further information.

Privacy Rights

Child records are part of district school records. All records/data collected on each child is kept confidential. Releasing or obtaining information to or from any other agency is done only with prior written consent of parent/guardian.

Goal

Detroit Lakes ECFE/School Readiness program supports the mental, social, and emotional development of children. Services are responsive to each child and family's ethnic, cultural, and linguistic heritage. ECFE/School Readiness encourages the role of parents as their child's first and most important teachers. Our programs builds relationships with families that support positive parent-child relationships, family well-being, & connections to peers and community.

Lesson Plans

Lesson Plans and routines are posted in your child's classroom and shared through technology.

Communication

Our preschool recognizes that parents are their child's most important teachers and educators. We are committed to establishing and maintaining open, transparent, and collaborative communication with all families. This includes providing regular updates on your child's progress, activities, and development, as well as engaging families in the learning process to foster a strong partnership that benefits the child.

Conferences

- Fall conferences held in November
- Spring conferences held in April/May

Parent/Child Interaction Days and Events

*There are designated activities during the year for you to attend. Please watch for information from teachers and the ECFE/School Readiness Catalog.

Curriculum and Assessment

ECFE/School Readiness uses the “High Scope” curriculum. School Readiness aligns with the Minnesota Early Indicators of Childs Progress (ECIPS). It is researched based and child focused. Teachers carefully plan materials and activities that are developmentally appropriate, interesting, and challenging for the children. These activities promote child development in all areas. Child Observation Record is the tool used to assess children’s learning from infancy to kindergarten. Teachers observe and take written notes (anecdotes) throughout the class day. Second step social and emotional curriculum and conscious discipline are used as a supplement to “High Scope”.

The anecdotes (notes) are reviewed then entered into the COR system, and shared with parents during parent teacher conferences and home visits. You will review a Developmental Profile of your child’s intellectual, physical, social, and emotional development; you will learn about your child's strengths and work with your child's teacher to set goals for opportunities in growth and development.

High Scope at Home

Many of the activities of High Scope teachers do in the classroom or center can also be done and home. For example, families can provide many different learning materials, often using every day objects that cost little or nothing. Families can encourage their children to make plans, carry them out, and talk about what they have learned from the experience. By visiting and observing in their children's preschool, parents and teachers learn from one another and become partners in children's success.

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High Scope Daily Routine

Greeting Time and Message Board

This is a time when children are welcomed into the classroom by the teacher. They will sing songs, share ideas and review messages for the day.

Large Group

This is a time when the whole group, adults and children, participate in an activity together. Games, music and dancing, and/or interactive stories may be planned during this time.

Small Group

This is a time planned by the teacher to allow the children to experience an activity that will build skills in their individual goal areas. Children will receive an individual set of materials and explore those materials in a variety of ways.

Plan-Do-Review

The largest part of the High Scope day, generally an hour, is devoted to the *planning time, work time, and recall time* process known as “Plan-Do-Review”. For planning time, the children will meet with their small group and teacher to make a plan for what they want to do during work time (what area to play in, what materials to use and who will be involved). Work time is when children carry out those plans and then clean-up. At recall time, they will meet with their same small group and teacher to discuss what they did and learned during work time.

Eating

Adults/children sit together in small groups, and enjoy relaxed conversation.

Outside/Large Motor

Outside time allows children the opportunity to enjoy physical, noisy and vigorous play. Children can run, jump, play, swing, ride trikes and play games. Sensory play, such as sand/water, dramatic play and creative experiences are provided. Large motor activities will be provided indoors in case of inclement weather.

PLAN-DO-REVIEW—High Scope Areas

In the BLOCK AREA, the child:

- Develops large and small muscle control
- Improves eye-hand coordination
- Explores spatial relationships and compare sizes and shapes
- Plans and solve problems while working with other children
- **materials may include:** wooden or cardboard blocks, vehicles, signs, animals, legos/duplos, and magnetic blocks