

Preschool

Developmental Learning Program

Parent Handbook



*“Why **fit in** when you were born to **stand out**?”*

-Dr. Seuss

**Hamilton County Schools Department
of Exceptional Education**

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Welcome to the 2021-2022 School Year!

It is with great pleasure that I welcome you to Hamilton County Exceptional Education Developmental Learning Program (DLP) where *"We Engage Every Child Everyday"*! Our qualified staff is looking forward to working closely with you and your child during the next school year. This Parent Handbook has been prepared with the intent that it will help to better familiarize you with the operation of our program and at the same time, answer some of the questions you may have not thought to ask.

We give equal treatment and access to services without regard to race, sex, sexual orientation, gender, disability, color, creed, religion, origin, or ancestry.

The DLP programs understand the requirements of the Individuals with Disabilities Education Act (IDEA) to make reasonable accommodations for your children and implements those accommodations.

You are your child's strongest advocate and I welcome and encourage your consistent participation in your child's education. Our philosophy is to support families in the fostering of their child's development and to try to assist families to attain their personal goals.

It is our hope to serve you by providing rewarding and enriching Preschool services for your child. I look forward to working with you and your families this school year. If you should have a need to reach me directly, please feel free to do so by calling the Exceptional Education office at 423-498-7113.

Sincerely,

A handwritten signature in blue ink that reads "Mary-Margaret Satterfield".

Mary-Margaret Satterfield, Ed.S.,
Exceptional Education Preschool Coordinator



**3074 Hickory Valley Rd.
Chattanooga, TN. 37421
423-498-7113**

Mitzi Delker – Directory of Exceptional Education

Mary Margaret Satterfield – Exceptional Education Preschool Coordinator

Amy Piazza (PALS) Center Contact- Carrie Melford (423-498-7200)

Amy Thomson – BCBA Support Staff

Mary Haymaker – BCBA Support Staff

Jennifer Powell – BCBA Support Staff

HAMILTON COUNTY SCHOOL CALENDAR:
2021-22 Approved by School Board: February 18, 2021

OPENING DATE – AUGUST 12, 2021

SCHOOL DAYS 180

CLOSING DATE – MAY 26, 2022

1st TERM – 84 DAYS

August 5, Thursday	.....	Administrative In-Service #1 (School-Based)	NO STUDENTS
August 6, Friday	.....	Administrative In-Service #2 (School-Based)	
		Registration Day for Students (no classes)	
August 9, Monday	.....	Administrative In-Service #3 (System-Wide)	NO STUDENTS
August 10, Tuesday	.....	Administrative In-Service #4 (School-Based)	NO STUDENTS
August 11, Wednesday	.....	Teacher Professional Development #1 (School-Based)	NO STUDENTS
August 12, Thursday	.....	First Full Day of School	
September 1, Wednesday	.....	Remote and Asynchronous Learning Day	
September 6, Monday	.....	Labor Day (Paid Holiday #1)	
October 8, Friday	.....	End of 1 st Quarter (42 days)	
October 11–15	.....	Fall Break (5 Non-Paid Days)	
October 18, Monday	.....	Teacher Professional Development #2 (School-Based)	NO STUDENTS
October 22, Friday	.....	Report Cards	
November 10, Wednesday	.....	Remote and Asynchronous Learning Day	
October 25 – November 19	.....	Schools choose one extended day (3.5 hours) for Parent-Teacher Conferences (FIRST half [1/2] of Administrative In-Service #6)	
November 24-26	.....	Thanksgiving Holiday (1 Non-Paid, Paid Holiday #2 and #3)	
December 17, Friday	.....	HALF-DAY FOR STUDENTS – BUSES WILL RUN	
		End of 2 nd Quarter (42 days)	

2nd TERM – 96 DAYS

December 20 – December 31	.....	Winter Break (10 Paid Days)	
January 3, Monday	.....	Teacher Professional Development #3 (School-Based)	NO STUDENTS
January 4, Tuesday	.....	Teacher Professional Development #4 (System-Wide)	NO STUDENTS
January 5, Wednesday	.....	School Reopens	
January 7, Friday	.....	Report Cards	
January 17, Monday	.....	Martin Luther King Day (Paid Holiday #4)	
January 24 – March 4	.....	Schools choose one extended day (3.5 hours) for Parent-Teacher Conferences (SECOND half [1/2] of Administrative In-Service #6)	
February 9, Wednesday	.....	Remote and Asynchronous Learning Day	
February 21, Monday	.....	Presidents' Day (Non-Paid Holiday)	
March 18, Friday	.....	End of 3 rd Quarter (53 days)	
March 21, Monday	.....	Teacher Professional Development #5 (School-Based)	NO STUDENTS
March 25, Friday	.....	Report Cards	
April 11-14	.....	Spring Break (4 Non-Paid Days)	
April 15, Friday	.....	Spring Holiday (Paid Holiday #5)	
May 25, Wednesday	.....	HALF-DAY FOR STUDENTS – BUSES WILL RUN	
		Last Day of School-Report Cards – End of 4 th Quarter (43 Days)	
May 26, Thursday	.....	Administrative In-Service #5 (School Based)	NO STUDENTS

ADMINISTRATIVE IN-SERVICE 2021-22 (6 DAYS**) Students do not attend classes.

August 5-6 & 9-10, 2021; May 26, 2022

(**The 6th in-service day is an additional half-day added within a six-week window each semester. These extended days are for Parent-Teacher Conferences.)

PAID VACATION – (10 days)

December 20 - 31, 2021

TEACHER PROFESSIONAL DEVELOPMENT (5 DAYS) Students do not attend classes.

August 11, 2021; October 18, 2021; January 3-4, 2022; March 21, 2022

PAID HOLIDAYS – (5 days)

September 6, 2021
November 25-26, 2021
January 17, 2022
April 15, 2022

DAYS TO BE COUNTED EACH GRADING PERIOD

<u>1st Term</u>			
1 st Quarter: 8/11 – 10/8	Elem. Mid-Term 9/10	Report Cards 10/22	42
2 nd Quarter: 10/18 – 12/17	Elem. Mid-Term 11/19	Report Cards 1/7	42
<u>2nd Term</u>			
3 rd Quarter: 1/3 – 3/18	Elem. Mid-Term 2/14	Report Cards 3/25	53
4 th Quarter: 3/21 – 5/25	Elem. Mid-Term 4/22	Report Cards 5/25	43
		TOTAL	180



TO: DLP Parent/Guardian Applicants

FROM: Mitzi Delker, Director of Exceptional Education
Mary Margaret Satterfield, Preschool Coordinator

RE: Requirements for Students Entering DLP Programs

The Hamilton County Department of Education *Department of Exceptional Education and School Health Program Office* would like to welcome your child to the Hamilton County DLP Programs. All DLP CDC students who enroll in the Hamilton County DLP Programs **are required to have the three (3) documents listed below at registration time:**

- 1. An Original CERTIFIED COPY OF BIRTH CERTIFICATE**
- 2. SOCIAL SECURITY CARD (We will make a copy of your original)**
- 3. NEW TENNESSEE IMMUNIZATION CERTIFICATE WITH CURRENT PHYSICAL EXAM**

The Tennessee Department of Health (TDOH) has issued new immunization rules and is issuing a new Immunization Certificate that is required for entry into school effective July 1, 2010. All newly required vaccines are routinely recommended for all children. Most children should have already received them.

Children entering Pre-School or Pre-Kindergarten:

Current immunization requirements:

- ✓ Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- ✓ Poliomyelitis (IPV or OPV)
- ✓ Measles, Mumps, Rubella (1 dose of each, usually given together as MMR)
- ✓ Varicella (1 dose or history of disease)
- ✓ Hepatitis B (HBV)
- ✓ Haemophilus influenza type B (Hib): age younger than 5 years only (*this requirement is resumed following suspension during a national Hib vaccine shortage in 2008-2009*) ✓
- ✓ Pneumococcal conjugate vaccine (PCV): age younger than 5 years old.
- ✓ Hepatitis A (1 dose by 18 months of age)

If your child is in need of any immunizations listed above or in need of a physical exam, please contact your child's medical provider for these. You may contact the Hamilton County Health Department for a certified copy of your child's birth certificate. Please do not wait to obtain any of these documents.

Taking time now to obtain these documents will help decrease the waiting time during the application process. Please present the school with all three (3) of these documents when your child registers.

Thank you in advance for your cooperation. We want your child to have a successful academic year.

Guidance from the CDC and TN Department of Education for Early Childhood Programs due to COVID-19

Redesign physical learning environment:

Early childhood education programs are especially known for the wonderful use of carpets, pillows, stuffed animals, puppets, and such are used to create warm, welcoming, cozy environments for children to engage in learning or to retreat to for a time of calm and alone time. While these elements of a classroom have helped to create positive and nurturing spaces, many of these may be challenging to keep clean in the COVID-19 environment. These types of materials and spaces are shared between many children or could hold “germs” for several days. Early childhood spaces are usually designed to promote group sharing of materials and spaces. Many that are created may not be safe social distance friendly. Program leaders will need to thoughtfully consider designing spaces that encourage safe distance interactions with limited sharing of materials.

Outdoor Space

Whenever possible, outdoor space will be explored as an extension to the physical learning space of the classroom and to provide children with opportunities for movement. For example, painting easels can be taken outside and placed 6 feet apart. Designated areas will be marked off to allow for children to play at a social distance. All children and staff will wash their hands after returning from the playground to prevent any spread of germs.

Circle time

Because rugs are shared between many children, hold “germs” for longer periods of time and tend to be difficult to clean, carpets may be removed during this COVID-19 context. Teachers may have smaller group times instead of having a whole-group circle time with alternate seating.

Materials

The Center for Disease Control (CDC) provides guidelines for cleaning early childhood classrooms, with considerations for both hard and soft surfaces. Group sharing of materials will be discouraged. Programs will be encouraged to replace soft covered, porous materials with easy-to-clean surfaces.

Learning Centers

Early childhood classrooms environments are typically designed with many learning centers to be used by small groups of children. While these spaces provide wonderful opportunities for children to learn, play, and interact with one another, teachers will consider ways to limit the number of children within these spaces.

Pledge



SAFE

Stay at home if you are sick! • Avoid getting too close to others. • Face coverings are a must. • Everyone wash your hands.

Together, we can protect the health and safety of HCS students and staff, and slow the spread of COVID-19 in our community.

By signing the Hamilton County Schools Pledge, I commit to following these SAFE behaviors every day.

Stay at home if you are sick!



- I will self-check for COVID-19 symptoms every day, including fever, coughing, shortness of breath, or new loss of taste or smell.
- I will track any symptoms, or lack of, in the Ascend Symptom Checker before reporting to school every day.
- I will stay home if, within the last 24 hours, I or anyone in my household has experienced a temperature of 100.4 degrees or higher or any symptoms of COVID-19.
- I will not report back to school until I am well and am cleared to return.
- I will stay at home if I have been in close contact with someone who has a confirmed case of COVID-19 within the last 14 days. "Close contact" means being closer than 6 ft. apart for 10 minutes or more.

Avoid getting too close to others.



- I will maintain social distance from other people whenever possible, remembering that some people without symptoms may be able to spread the virus.
- I will be especially mindful of keeping distance from people who are at higher risk of getting very sick.
- I will keep my belongings separate from others' belongings.
- If sharing supplies by students or staff is necessary, I will make sure the supplies are disinfected between uses.

Face coverings are a must.



- I will bring a face covering to school every day.
- I will wear my face covering at all times, unless I am in a well-ventilated area, such as outside, and can keep a safe social distance from other people.*
- I will follow my school's rules about taking breaks from my face covering during the day.

*Face covering are recommended but not required for K-2 students while they are in their classroom with their cohort. Staff may remove face coverings when they are alone in a room, such as an office or classroom, with the door closed.

When can I return to school?



- If I test positive for COVID-19 or am exposed to a person with a confirmed positive test, I will follow Health Department instructions for returning to school.
- If I am not currently experiencing or have not experienced symptoms of COVID-19 in the last 14 days, I understand that I may return to school if I am fever and otherwise symptom-free for 24 hours without fever reducing medication.
- If I am currently experiencing or recently experienced symptoms of COVID-19, I will follow the decision guidance in the Employee Return to Work Decision Guidance and Student Return to School Decision Guidance documents in determining when I am able to return to school.

What else can I do to be SAFE?

- Practice these SAFE behaviors outside of school.
- Limit your exposure to COVID-19 by limiting unnecessary interactions with other people inside and outside of school.
- If you believe you have been exposed to someone with COVID-19, please consider quarantining yourself and anyone else in your household until you are confident you are not contagious or do not have the virus.

Everyone wash your hands and sanitize surfaces.



- I will wash my hands often with soap and water for at least 20 seconds, especially after blowing my nose, coughing, or sneezing.
- If soap and water are not available, I will use hand sanitizer to clean my hands regularly.
- I will help keep my personal learning space clean by wiping down my materials and desk area.

Visit

www.hcde.org/HCSPLedge

**SCHOOL REOPENING
TASK FORCE**

Hamilton County Schools

Preschool DLP Programs

Attendance Policy

By signing and agreeing to the Individual Education Plan written for your child and accepting enrollment into the Hamilton Developmental Learning Preschool program, you must comply with the attendance policy set forth by the state of Tennessee. Attendance is required and expected. Students are expected to be on time and to remain until the end of the day.

According to state compulsory Attendance Law, “Every parent, guardian and other persons residing within the State of Tennessee having control or charge of any child or children between the ages of six (or under) and seventeen, both inclusive, shall cause such children to attend public or private day school, and in event of failure to do so, shall be subject to the penalties hereinafter provided.”

State legislation, passed in 1996, states that when a parent enrolls his or her child in school, and the child is **less than six years old and attends school for six weeks**, the child then comes under the jurisdiction of the State Compulsory Attendance Law, as stated above.

It is extremely important that children begin good attendance habits early in life. Research confirms that many times a child’s success or failure in school is directly related to their attendance.

You can contribute to the success of your child by helping him or her maintain regular school attendance.



2501 Dodds Ave • Chattanooga, TN 37407 • (423) 498-5555

HAMILTON COUNTY DEPARTMENT OF EDUCATION & FIRST STUDENT

SPECIAL-NEEDS TRANSPORTATION GUIDELINES FOR PARENTS & TEACHERS

These guidelines will acquaint students, parents, and teachers with guidelines of the Hamilton County Department of Education to ensure safe and efficient transport of students with disabilities. The Hamilton County Board of Education contracts with FIRST STUDENT to carry out its responsibility. Communication and cooperation are critical among parents, schools and bus drivers when transporting students with disabilities.

FIRST STUDENT CONTACTS

FIRST STUDENT personnel are available for emergencies, information or questions between 5:00 a.m. & 6:00 p.m.
Service Center.....498-7311 or 498-7912 for bus numbers 200 - 218
Tyner Station.....498-7181 or 498-7182 for bus numbers 219 - 242
Hixson Station.....498-7012 or 498-7013 for bus numbers 243 - 264

FIRST STUDENT drivers will:

- Pick up and drop off students at their residence unless other documented pick up or drop off points are approved through Exceptional Education supervisors on Transportation Orders. If a student resides where it is dangerous for the bus to maneuver, the bus will stop at the closest safe location.
- Contact the parents one or more days before the first day transportation begins, or when route changes occur, to give parents approximate pick up and drop off times.
- **NOT** drop off a student requiring supervision at his/her residence or any other location if a responsible person is not at the location to receive the student.
- Drop off students at their residence with no person receiving the student if the Transportation Order form submitted in Easy IEP and approved through the Exceptional Education Department permits unsupervised drop-offs. The IEP minutes will document parent consent and signature.

RESPONSIBILITIES OF FIRST STUDENT, PARENTS AND TEACHERS

The IEP Team authorizes and documents the need for special transportation for a student with a disability. The teacher must complete and submit the Transportation Order form in Easy IEP. It may take 3-5 days for a route addition or change to occur after Routing receives from Exceptional Education the Transportation Order form. The *IEP Team may approve any of the below Items:*

- Re-enforcers or sensory items
- Tape recorders, head phones, hand games, radios, soft toys

Carry on Items do NOT include:

- Food or drink items (except contained in lunch box or sack)
- Sharp items, firearms, animals, noise making items, projectiles

If a student exhibits the following behaviors that interfere with safe, transport, the IEP team should consider the development of a behavioral intervention plan:

- Hands, arm or body out of window
- Attempts to tamper with emergency equipment
- Attempts to run
- Loud noises
- Physical harm to self or others
- Spitting, cursing or other behaviors that violate other students' rights

IEP Teams **MUST** consider safe transport of students with disabilities when authorizing special transportation. If a student's behavior adversely affects safety or order on the bus, the school will receive a conduct report from the driver. IEP Teams should develop a behavior plan to respond to concerns for safe transport. Behavior plans may also need implementation for some students needing soft toys, re-enforcers or sensory items during student transport.

Factors that could cause a bus to arrive early or late:

- Traffic conditions or road emergencies
- Bus emergencies
- Number of students riding

In order to keep a schedule and maintain safety:

- Students should be ready 10 minutes prior to the expected pickup time
- Bus will stop one time at each stop and will wait up to three minutes
- Students not riding the bus for three consecutive days will have bus services suspended until parents request reinstatement of services. This Three-Day Rule only activates when no communication occurs between Transportation staff and parents or school personnel regarding mornings when students will not ride the bus.

If a student is not ready in the morning and misses the bus:

- Parents should transport the student to school and notify the transportation department that the student has been transported by parent

Safe loading/unloading requires parent, teacher, and driver cooperation:

- An adult at the student's residence and school must assist with supervised loading and unloading.

If a change of student address, phone, school assignment or special circumstances exist:

- Parents must notify the teacher with regard to changes of the student's residence or phone number(s).

Teacher must submit a Transportation Order form in Easy IEP in the event of changes of the student residence, phone, school assignment, or for special circumstances

EMERGENCIES

If a responsible adult does not meet the student at the drop off point:

- The driver will contact a FIRST STUDENT supervisor to secure assistance in reaching the parent
- A second attempt to drop the student at his/her residence will be made by the driver if time permits, or the driver will return the student to the school.

Parents should contact FIRST STUDENT if emergencies occur which result in no one being available to meet the student at the designated stop.

When there is a question concerning transportation problems caused by inclement weather, parents should listen to local radio stations for instructions.

If, in the driver /supervisor's opinion, side roads are unsafe, door-to-door pick up or drop off may not be advisable. Parents should contact FIRST STUDENT to make alternate and temporary plans to pick up and/or drop off students.

According to Hamilton County Board policies, NO medications can be transported on a bus for elementary age students. Middle and High School students may carry prescription medication to and from school on their person when being transported on a bus, provided it is taken to office or clinic immediately upon student's arrival at school.

STUDENT HABITS FOR SAFE TRANSPORT

Parents, teachers, bus drivers, and attendants must provide guidance and supervision with regard to school bus safety.

The Student Will:

- Respond to adult supervision to assure waiting and loading safety
- While under adult supervision, conduct safe, orderly loading and/or unloading practices
- Per the driver, secure either an assigned seat or seat of choice on the bus, and secure safety seating system, if appropriate
- Demonstrate respect for bus property and DO NOT LITTER
- Secure and carry on items in carrier such as backpack or sack

Carry on items Include:

- Lunch box or sack
- Backpack, jacket, coat, winter hat and gloves, blanket
- Books or magazines
- Items required for school participations (depending on size and structure)

The IEP Team may approve any of the below Items:

- Re-enforcers or sensory items
- Tape recorders, head phones, hand games, radios, soft toys

Carry on Items do NOT include:

- Food or drink items (except contained in lunch box or sack)
- Sharp items, firearms, animals, noise making items, projectiles

If a student exhibits the following behaviors that interfere with safe transport, the IEP team should consider the development of a behavioral intervention plan:

- Hands, arm or body out of window
- Attempts to tamper with emergency equipment
- Attempts to run
- Loud noises
- Physical harm to self or others
- Spitting, cursing or other behaviors that violate other students' rights

IEP Teams MUST consider safe transport of students with disabilities when authorizing special transportation. If a student's behavior adversely affects safety or order on the bus, the school will receive a conduct report from the driver. IEP Teams should develop a behavior plan to respond to concerns for safe transport. Behavior plans may also need to be developed when there is a need for soft toys, re-enforcers or sensory items to be used during student transport.

Preschool Information

Lunch from Home

If your child brings a lunch from home, he or she must either bring a drink or purchase a drink from the cafeteria, even if the child is on free or reduced meals.

Rest Time

Pre-K students are required to rest for at least one hour per day. Cots or mats are provided by your child's school for rest time. Your child's teacher will provide you with information regarding what type of covering/blanket you need to provide for your child's cot/mat.

Contact Information

It is very important that your child's teacher and school have valid and current contact information for you, including phone numbers (home, work and cell) and address. Please provide us with current numbers for other close and trusted family members or friends as well so that we can get in contact with you or another adult in case of emergency.

School Clothes

Remember the Pre-K students spend a lot of time playing outside and playing with messy materials like sand, water, finger-paint and playdough. Please dress your child in clothing that is comfortable and that you do not mind getting a little messy. We do our best to keep them clean but sometimes it just is not possible. Also, remember that since we spend lots of time in physical play, sneakers/tennis shoes are always the best shoe choice for school.

Change of Clothing

Please send a change of clothing to school with your child in case of an accident or illness. Put your child's name on all clothing and make sure to send appropriate clothing for the season. Check your child's extra clothes occasionally to make sure that they still fit.

Absences

If your child is, absent for any reason, please send a note or doctor's excuse explaining the reason for your child's absence. If your child accumulates more than five unexcused absences, a referral may be made to the social worker.

Tardiness

If your child is late to school, please make sure that he or she has eaten breakfast before arrival. Breakfast is only provided during specific times of the morning (see your child's teacher for these times). If your child is late, he/she may miss the designated time. Please try to have your child to school before the tardy bell. Morning routines are very important to our day.

Signing In and Out

According to the “School Administered Child Care Rules, “Chapter 0520-12-1” all kindergarten students must be signed in and out of the child’s school by the child’s parent or guardian (if your child rides the bus, he or her teacher will sign him/her out). Please check with the teacher for proper procedures.

Change in Dismissal and Arrival Procedures

If you change the regular procedures for dismissal and arrival for your child, please notify your child’s teacher in writing as soon as possible.

Change in Address for Bus Transportation

If your child rides the bus and you need to submit a change of address, please notify your child’s teacher as far in advance as possible. It may take up to seven to ten days to process a change in bus transportation; the earlier the change can be submitted the earlier your request can be honored.

Parent Involvement Is a Key to Success!

You may have heard it said that a parent is a child's first and best teacher. This is very true! We are here to educate your child and we need your help! The more involved that you are in your child's education, the more successful the team will be in helping your child meet his or her goals and objectives. There are many ways to can get involved! Here are a few:

- Attend PTA meetings
- Attend parent-teacher conferences and IEP meetings. Think ahead about your questions, concerns and suggestions!
- Assist with field trips
- Donate items to the classroom and school
- Make phone calls for the teacher
- Make materials for the classroom or school at home
- Volunteer to help in the classroom or at mealtimes***
- Help plan parties and special activities
- Volunteer to help during special events (parties, field day, etc.)
- Ask your child's teacher for some suggestions about ways you can work with your child at home

*** It can be difficult for some children to follow the classroom routine if their parent is present. Please talk to your child's teacher if you would like to volunteer in the classroom

Preschool DLP Curriculum and Instruction Components

Curriculum

- The Creative Curriculum by Teaching Strategies
- Talk About Touching by Committee for Children

Student Assessments and Reports to Parents

- Bracken Basic Concepts Scale-Revised
- Brigance Comprehensive Inventory of Basic Skills-Revised
- Teacher-created Data Collection Logs
- Progress is reported formally four times per year via the EasyIEP-generated student progress report.

The Creative Curriculum for Preschool: A literacy rich curriculum created from thirty-eight research-based objectives desired to guide children's development and learning.

Because of the special needs of the children served in our Pre-K DLP classrooms, your child's teacher may find it necessary to add, omit, or modify activities that are part of the Creative curriculum. Teachers may also include other units of study in addition to those addressed by the Creative curriculum, particularly those that are of seasonal interest or highlighting areas in which children and families show an interest.

The daily schedule structured suggested by the Creative curriculum includes the following activities. Your child's teacher again may add, omit, or modify the activities included in the schedule and/or the time allotted for specific activities based on the needs of the children in the class.

Talking About Touching: Tennessee State licensing guidelines for preschool and childcare programs require that each class teach a personal safety curriculum. The curriculum that Hamilton County Department of Education uses is Talking About Touching. This curriculum uses short, age appropriate, and interactive lessons to reach children about personal safety issues including fire safety, firearms safety (what to do if they find a gun), wearing a seatbelt, crossing the street, and safe and unsafe touch. If you would like to see the curriculum or learn more about it, please talk with your child's teacher.

Instructional Components:

Morning Meeting (15 min.) Morning meeting is a time to transition from arrival routines to the daily structured activities. The class will talk about the activities that will be available during the day. Greeting and calendar activities may also be included.

Story Time (20 min.) Story time is central to the program. The stories that are read during story time will provide new vocabulary and concepts that are key to each theme. Books are read several times and children will be challenged to recall details and carry on conversations about the stories.

Songs, Work Play, and Letters (20 min.) This is a teacher-lead time during which literacy skills are promoted through reading of predictable books and poems, singing songs, and playing games that focus on print awareness, letters, numbers and sounds.

Let's Find Out About It/Let's Talk About It (20 min.) This is essentially a science and social studies focused large group time during which the staff leads children in discussion of real world concepts, including non-fiction books, interesting materials, experiments, and how to react in social situations.

Small Group Work (20-25 min.) This is a time during while math, science, writing print awareness, listening, and literacy are addressed through teacher-guided activities using interesting materials and manipulatives.

Center Time (60-90 min.) During center time, children are encouraged to play in a variety of free play activities alone and with large and small groups of children. Children are encouraged to use free play materials in conventional and novel ways. Pre-K staff will work to facilitate social interactions between children, encourage language, teach new play skills, and work on IEP objectives in a natural play environment.

Sometimes with people walk into our classrooms during center time, it may look like there's "just free play" going on and that the children aren't really learning anything. To the contrary, center time is one of the most important parts of our day! Based on the needs of the class, different teachers will structure center assignments and transitions different ways and teach students to spend time in different centers rather than skipping from center to center or spending all of their time in on center. Each center holds important skills.

All centers address the following skills:

- Sharing
- Making choices
- Respecting time limits
- Using language to make request
- Appropriate Transitions
- Cleaning up one's area
- Creativity play skills

Some of the other skills addressed in each center are:

Home Living: role-playing/make believe play; demonstrating real-life skills in a play situation.

Blocks: fine and gross motor; visual-spatial concepts; role-playing/make-believe play.

Puzzle/Manipulatives: fine motor, shapes; colors; concepts of print (letters and numbers); visual-spatial

Writing: fine motor: visual-spatial; concepts of print (letters and numbers)

Art: fine motor; visual-spatial; shapes; colors; concepts of print (letters and numbers); self-expression

Computer: fine motor; visual-spatial; shapes; colors; concepts of print (letters and numbers); listening and comprehension skills; technology skills

Listening Center: technology skills; listening and comprehension skills; matching words to print; concepts of print (letters and numbers)

Sand and water: sensory; visual-spatial; self-expression; fine and gross motor

Math and Science: sensory: exploration of materials; critical thinking; problems solving; color and shapes; concepts of print (letters and numbers): fine motor

Music: sensory: exploration of materials; critical thinking; problem solving; colors and shapes; concepts of print (letters and numbers): fine motor

Talk About Touching

Talk About Touching is a TN. State approved curriculum that is a requirement for
Preschool certification.

The Talk About Touching program uses time-honored, developmentally appropriate teaching techniques to help children learn safety skills. These include refusing and reporting unsafe touches but also encompass basic safety skills (such as for cars, bikes, and fire) and the Always Ask First Rule. It's a great way to talk to young children about sensitive but essential topics.

Abuse and Neglect Reporting Information

The Hamilton County Department of Education recognizes that both state law and Board policy requires all school system employees to report suspected child abuse immediately to the appropriate authorities. Given the number of agencies that have the authority to investigate abuse, however and further considering the lack of resources that many of these agencies face, the Department of Education has developed these guidelines to give principals and other administrators guidance to ensure that suspected child abuse is promptly investigated and children are adequately protected.

THE DUTY TO REPORT

A Hamilton County employee has the duty to report suspected child abuse when the following occur:

- The person has knowledge of (or is called upon to render aid to) any child who is suffering from (or has suffered from) any wound, injury, disability, or other physical or mental condition; and
- The physical or mental condition is of such a nature that it reasonably appears to have been caused by brutality, abuse, or neglect.

HOW TO REPORT

Anyone having knowledge of suspected child abuse **MUST REPORT** his or her belief to one of the following offices:

- The Department of Children's Services by way of the statewide hotline (1-877-542-2873) or the local OCS office
- Hamilton County Sherriff's Department or local police department
- Hamilton County Juvenile Court

Developmental Milestones – DD Domains

The following is a description of each of the five domains required for an evaluation for Developmental Delay. Also included are a few of the typical developmental milestones¹ in each of the five domains for children between the ages of three to five. Familiarization with the developmental milestones, typically found in each domain, helps to enhance early identification of possible Developmental Delays. Caution should be taken, however, when considering “typical developmental milestones”, as all children will develop differently in each domain.

PHYSICAL DEVELOPMENT

The ability to use small and large muscles effectively

- fine motor: the use of small muscle groups of the arms and hands to eat, drink, dress, and write, etc.
- gross motor: the use of large muscle groups of the neck, trunk, arms, and legs for ambulation, etc.

The determination of significant delay in the domain of physical development should be a combined or cluster score from the evaluation of both fine motor and gross motor skills.

Typical developmental milestones in the area of fine motor development include:

- **36-42 months**
 - builds a 9-block tower
 - strings 1” beads
 - stirs liquid with spoon
 - draws a circle
- **42-48 months**
 - cuts paper into two pieces
- **48-54 months**
 - draws a 3-part person
 - colors within lines
 - cuts along a line
- **54-60 months**
 - laces shoes
 - cuts along thick curved line

Typical developmental milestones in the area of gross motor development include:

- **36-42 months**
 - catches 6-8 inch ball with arms
 - throws a ball 6 feet
 - jumps down from a low object

¹ The outline below provides a general summary of the developmental sequence of speech, language, and motor skills in normal children. Because children develop at different rates, avoid strictly applying the age approximations. The time intervals are provided only as a general guideline for age appropriateness. This information was compiled from a variety of sources, which included the American Speech-Language-Hearing Association (1983); Boone (1987); Gard, Gilman, and Gorman (1980); Hegde (1991); Kunz and Finkel (1987); Lane and Molyneux (1992); and Lenneberg (1969).

- **42-48 months**
 - walks up and down stairs, one foot per step, with no help
- **48-54 months**
 - catches a ball with hands
 - gallops
- **54-60 months**
 - skips
 - throws ball with close accuracy

COGNITIVE DEVELOPMENT

The ability to comprehend, remember, and make sense out of experience, including:

- attending skills
- abstract thinking or reasoning
- capacity to acquire knowledge
- problem solving skills

Typical developmental milestones in the area of cognitive development include:

- **36-42 months**
 - recalls familiar objects or events from past experience
 - rote counts from 1-10
 - same and different
 - classifies objects
- **42-48 months**
 - matches objects and pictures
 - knows the concept of empty (“all done”)
- **48-54 months**
 - completes an open-ended sentence
 - completes a puzzle of 2 to 12 pieces
- **54-60 months**
 - names shapes – circle, triangle, square
 - knows difference between daytime/nighttime activities

COMMUNICATION DEVELOPMENT

The ability to use and comprehend language effectively – vocabulary, grammar, and speech sounds. Communication skills are found in hearing, symbolic play, social, motor, and cognitive skills, including:

- Preverbal Skills – the use of nonverbal behaviors such as body movements, grimaces, and vocalizations that are unclear signals,
- Pragmatics – functional communication that includes intentions and discourse,
- Receptive Language – the comprehension of linguistic and non-linguistic communications, and
- Expressive Language – the expression of language, including phonology, syntax, and semantics.

The determination of significant delay in the domain of communication should be a combined or cluster score from the evaluation of both expressive and receptive language skills.

Typical developmental milestones in the area of communication include:

- **12 months**
 - recognizes his or her name
 - understands simple instructions
 - initiates familiar words, gestures, and sounds
 - uses "mama", "dada", and other common nouns

- **18 months**
 - uses 10 to 20 words, including names
 - recognizes pictures of familiar persons and objects
 - combines two words, such as "all gone"
 - uses words to make wants known, such as *more* and *up*
 - points and gestures to call attention to an event and to show wants
 - follows simple commands
 - imitates simple actions
 - hums, may sing simple tunes
 - distinguishes print from non-print

- **24 months**
 - understands simple questions and commands
 - identifies body parts
 - carries on conversation with self and dolls
 - asks "what" and "where"
 - has sentence length of two to three words
 - refers to self by name
 - names pictures
 - uses two-word negative phrases, such as "no want"
 - forms some plurals by adding "s"
 - has about a 300-word vocabulary
 - asks for food and drink
 - stays with one activity for six to seven minutes
 - knows how to interact with books (right side up, page turning from left to right)

- **30 months**
 - has about a 450-word vocabulary
 - gives first name
 - uses past tense and plurals; combines some nouns and verbs
 - understands simple time concepts, such as "last night" or "tomorrow"
 - refers to self as "me" rather than name
 - tries to get adult attention with "watch me"
 - likes to hear same story repeated
 - uses "no" or "not" in speech
 - answers "where" questions
 - uses short sentences, such as "me do it"
 - holds up fingers to tell age
 - talks to other children and adults
 - plays with sounds of language

- **36 months**
 - matches primary colors
 - names one color
 - knows night and day
 - begins to understand prepositional phrases (i.e., "Please put the block *under the chair.*")
 - practices by talking to self
 - knows last name, sex, street name, and several nursery rhymes
 - tells a story or relays an idea
 - has sentence length of three to four words
 - has vocabulary of nearly 1,000 words
 - consistently uses m, n, ng, p, f, h, and w
 - draws circle and vertical line
 - sings songs
 - stays with one activity for eight to nine minutes
 - asks and answers variety of questions
 - names actions, pictures, and tells stories
 - sings songs

- **48 months**
 - points to red, blue, yellow, and green
 - identifies crosses, triangles, circles, and squares
 - knows "next month", "next year", and "noon"
 - has sentence length of four to five words
 - asks "who" and "why"
 - begins to use complex sentences
 - correctly uses m, n, ng, p, f, h, w, y, k, b, d, and g
 - stays with activity for 11 to 12 minutes
 - plays with language (e.g., word substitutions)

- **60 months**
 - defines objects by use and identifies the material from which each is made
 - knows address
 - identifies penny, nickel, and dime
 - has sentence length of five to six words
 - has vocabulary of about 2,000 words
 - uses speech sounds correctly, with the possible exceptions being y, th, j, s/z, zh, and knows common opposites
 - understands "same" and "different"
 - counts ten objects
 - uses future, present, and past tenses
 - stays with one activity for 12 to 13 minutes
 - questions for information
 - identifies left and right hand on self
 - uses all types of sentences
 - shows interest and appreciation for printed materials

SOCIAL-EMOTIONAL DEVELOPMENT

Social-emotional development is the ability to develop and maintain interpersonal relationships and to demonstrate age-appropriate social-emotional behaviors. Social-emotional development assessment should include the following areas:

Adult/Caregiver Interaction – includes positive styles of interaction and secure attachment relationships

- Peer Interaction Skills – includes positive interactions and social relationships,
- Self-concept,
- Coping Skills,
- Social Competence – includes the effective and appropriate use of social behaviors, and
- Functional Behavior.

Typical developmental milestones in the area of social-emotional development (socialization) include:

- **36-42 months**
 - enjoys simple songs and games with others
 - greets without reminders
 - initiates activities with parents
 - can attend to short stories
 - enjoys simple songs and games with others
 - initiates activities with parents
- **42-48 months**
 - plays cooperatively
 - interacts with adults more appropriately
- **48-54 months**
 - can attend to a story for 15 minutes
 - beginning cooperative play
 - asks for assistance
- **54-60 months**
 - developing relationships with peers
 - plays cooperatively with others
 - has conversations at mealtime
 - play is constructive

ADAPTIVE DEVELOPMENT

The ability to engage in age appropriate activities in daily life skills:

- Self-care,
- Community Self-sufficiency,
- Personal/social Responsibility, and
- Social Adjustment.

Typical developmental milestones in the area of adaptive development for socialization include:

- **36-42 months**
 - attends to a learning task or story in a small group
 - focuses his/her attention on one task while being aware of, but not distracted by, another activity
 - uses napkin, with reminders
 - uses straw
 - puts on jacket, shirt, pants
 - snaps and unsnaps
 - sleeps through the night without wetting the bed
 - indicates needs for toilet
 - toilets and attempts to wipe
 - opens bottle
 - uses fork in fist to feed

- **42-48 months**
 - demonstrates caution and avoids common dangers
 - eats well with fork and spoon
 - uses toilet independently when told
 - washes and dries hands
 - unbuttons and buttons
 - unbuckles belt

- **48-54 months**
 - puts on socks
 - dresses and undresses self except for laces and back buttons
 - puts shoes on correctly
 - zips
 - laces shoes
 - buckles belt
 - brushes teeth

- **54-60 months**
 - washes and dries face
 - wipes self independently
 - threads belt
 - spreads food with knife
 - uses fork, knife, and spoon competently
 - ties shoes
 - brushes and combs hair
 - blows nose

Working with Your Child at Home

You are a critical part of your child's education! Everything that you do at home will influence your child's learning. There are many ways that you can continue your child's education at home without making it seem like work! Here are some suggestions!

- Read with your child daily. This may be your child's favorite book; reading ingredients from a cookbook and having your child find them in the pantry, pointing out letters on a cereal box, or all of the above!
- Include your child in cooking. Kids are great at measuring stirring, and pouring!
- Provide playdough (or pizza dough, or any other fun dough) for your child to play with at the kitchen table.
- Provide bath toys such as specially made finger paints, crayons, and foam soaps, foam or rubber letters and numbers, or any number of other materials for your child to play with in the bathtub.
- Encourage daily outside play, including organized games and just time to run, jump, and be a kid!
- Encourage creative make-believe play. Play with your child, but step back sometimes and let them play on their own! This will encourage your child to become more independent not just in play but in other areas of their development.
- Play music at home! Singing with your child!
- Use your child's IEP goals and objectives as a guide for more structured activities that you can do at home with your child. Don't hesitate to ask your child's teacher for suggestions!

TENNESSEE DEPARTMENT OF EDUCATION
SUMMARY OF CHILD CARE APPROVAL REQUIREMENTS

This is a section by section summary of the State Board of Education School Administered Child Care Rules, Chapter 0520-12-1. Child care centers inspected by the Department of Education must meet the requirements as defined by the rules in Chapter 0520-12-1 to receive a Certificate of Approval. The unabridged School administered Child Care rules are available on the Tennessee Secretary of State website, www.state.tn.us/sos/rules/0520/0520-12/0520-12-01.pdf or by writing the Office of School-based Support Services, Tennessee Department of Education, Andrew Johnson Tower, 710 James Robertson Pkwy, Nashville, Tennessee 37243-0375.

1. Organization and Administration, Chapter Section 0520-12-1-.06:

- A Child Care Center must have an adequate budget. Records, including health, must be kept on all children.
- There must be a transportation plan, including the names of persons to whom the child may be released for each child.
- Staff records must also be kept on each employee that include educational background, reference checks, TBI check, in-service training, physical exams and performance reviews.
- The center must have their Certificate of Approval posted, provide parents with a copy of the policies and procedures & this summary as well as a pre-placement visit.
- Parents must have access to all areas of the center when their child is present.
- The parents must receive an educational program regarding child abuse detection, reporting and prevention.
- If the center provides transportation, the driver should be appropriately licensed, there must be liability insurance and the children must have adequate space & supervision. Transportation provided by the center or under center authorization shall comply with state law.

2. Staff, Chapter Section 0520-12-1-.07:

A. Qualifications:

- The director is responsible for the day to day operations, including staff and program.
- Another person must be left in charge if the director is out.
- Any person with a condition that could be harmful to a child or a person convicted of a crime harmful to or involving a child must not be present.
- Staff must have knowledge of child behavior and development.
- Staff must be physically, mentally and emotionally stable.
- All new employees must have orientation and child abuse prevention training before working with the children.
- The director must have at least a high school diploma and 4 years experience working with children.
- All caregivers must be 18 years of age and one caregiver in each group must have a high school diploma.
- Directors must have 18 hours in-service training each year and caregivers 12 hours.

B. Supervision and Grouping of Children:

- Each group must have adult supervision at all times and adult/child ratios should be followed.
- There must be a second adult available when more than 12 children are present.
- Swimming and field trips require ratios be doubled.
- Each group must have their own space.
- Infants and toddlers must have their own space and not grouped with older children.
- At naptime ratios may be relaxed for groups except infants and toddlers.
- Minimum staffing requirements per groups of children (adult:child ratio) must be maintained.
- *Please refer to ratio charts for specific adult:child ratios for each age group.*

3 Equipment, Chapter Section 0520-12-1-.08:

- All equipment must be in good condition and kept clean.
- There must be age appropriate equipment for all groups with variety.
- Children must have a place for their belongings.
- Large pieces of equipment must be secured.
- Infants are to have space to climb, crawl and pull up that isn't in a playpen or crib.
- There must be enough equipment so children have choices.
- There must be an outdoor play area when children are in care for 3 or more daylight hours.
- Children up to 5 years of age must be offered a naptime if in care for 6 or more hours.
- For napping children, cots or 2 inch mats must be provided and each child must have a cover to place under them and another available to place over them.
- Infants must have individual cribs with open tops.

4. Program, Chapter Section 0520-12-1-.09:

A. Schedule and Routines:

- Routines such as snacks, meals and naps must occur about the same time of day.
- Children must have time for free play as well as adult-directed activities.
- Children must have choices regarding activities and an opportunity to help plan activities.
- If TV programs, tapes and computers are used, other choices should be available.
- Parents must be informed of shows and movies to be shown.
- Staff must monitor computers.
- Outdoor play must be offered, weather permitting.
- A rest period must be offered for children up to 5 years of age in care 6 or more hours.
- Children should be able to form their own sleep patterns.
- A quiet area must be available for children.

- B. Behavior Management and Guidance:**
 - Caregivers must be knowledgeable of developmentally appropriate behavior.
 - Discipline must be appropriate and redirection should be used when possible.
 - No corporal punishment is allowed.
 - Good behavior must be praised and encouraged.
 - Toilet training shall never be started until a child has been in the program long enough to feel comfortable and is able to communicate his/her feelings.
 - C. Educational Activities:**
 - Children must have opportunities for learning, self expression, and participation in activities each day.
 - Activities that provide for both large and small muscle use must be provided.
 - Children must receive child abuse awareness and personal safety information.
 - Child care programs shall provide opportunities for learning self expression and participation in a variety of creative activities.
 - D. Nighttime Care:**
 - If children receive night care, caretakers must provide a calm nurturing environment and a routine hygiene plan must be in place.
- 5. Health and Safety, Chapter Section 0520-12-1-.10**
- A. Children Health:**
 - Children must have immunizations in accordance with current TN law and the center must have documentation for this as well as a physical for each infant/toddler.
 - Instructions for any child's special health needs must be documented.
 - Parents must be notified if their child is hurt and becomes ill.
 - All parents must be notified of any communicable diseases.
 - Medications must be labeled with instructions and must be kept under lock.
 - Documentation of administration and side effects must be kept.
 - There is to be no smoking in the presence of children.
 - The diapering area must be appropriate, near handwashing lavatory and cleaned after each changing.
 - B. Staff Health:**
 - Staff must have documentation they are physically and mentally able work with children.
 - Physicals are required every 3 years.
 - C. Safety:**
 - There must be a staff member present at all times who has current CPR and first aid training.
 - A first aid kit must be on the premises as well as a first aid chart.
 - There must be no firearms on the premises.
 - All dangerous utensils and tools must be out of reach of children.
 - General emergency telephone numbers must be posted and staff must have availability to children's emergency numbers at all times.
- 6. Food, Chapter Section 0520-12-1-.11**
- A. Nutritional Needs:**
 - Children will receive meals and snacks based on the amount of time spent in the program.
 - Menus must be posted.
 - Consideration must be given to daily food requirements when planning menu.
 - Special diets and instructions must be provided in writing.
 - When introducing new foods to infants and toddlers, guidelines must be followed.
 - Parents and caregivers shall work together when weaning an infant and will not begin weaning when children are new to the program.
 - B. Meal Service:**
 - Children are to have appropriate size tables and chairs for meals and adults must sit with them.
 - Servings must be adequate.
 - Formula must be refrigerated upon receiving and not placed back in the refrigerator once warmed.
 - Open baby food jars must not be accepted.
 - Infants shall be held while being fed until the child is able to sit in a high chair, infant seat or at the table.
- 7. Physical Facilities, Chapter Section 0520-12-1-.12:**
- Centers must be in buildings that are not hazardous or dangerous to children.
 - All facilities must have annual fire and health inspections.
 - All centers must have a working telephone.
 - Centers must have 30 square feet of usable space per child, including naptime.
 - Playgrounds must have 50 square feet per child and safeguards must be in place, if warranted.
- 8. Care of Children with Special Needs, Chapter Section 0520-12-1-.13:**
- When a center serves children with special needs, they are to receive the same care and participate in the same activities, as appropriate.
 - Adaptations must be directed towards helping the child become independent and developing self-help skills.
 - Specialized services provided must be documented and information shared with appropriate parties.

Adult:Child Ratio Charts - EFFECTIVE JULY 1, 2003:

Single Age Grouping and Adult:Child Ratio Chart

Maximum Group Size and Adult Child Ratios							
Single-Age Grouping	8	12	14	16	18	20	No Max
Infants: 6 wks. – 15 mos.	1:4						
Toddlers (12 mos. – 30 mos.)		1:6					
2 years (24 mos. – 35 mos.)			1:7				
3 years					1:9		
4 years						1:13	
5 years						1:16	
School-Age (K and above)							1:20

Multi-Age Grouping and Adult:Child Ratio Chart

Maximum Group Size and Adult:Child Ratio										
Multi-Age Grouping	8	10	12	14	16	18	20	22	24	No Max
Infants/Toddlers: 6 wks. – 30 mos.	1:5									
2-4 years					1:8					
2.5 - 3 years (30 – 47 mos.)						1:9				
2.5 - 5 years							1:11			
2.5 – 12 years	1:10									
3 – 5 years (includes 3 – 4 years)								1:13		
4 - 5 years									1:16	
5 - 12 years										1:20

To report suspected violations or possible illegal child care operations, call the Child Care Complaint Hotline at 1-800-462-8261.



**Standards for School-administered Child Care, Chapter 0520-12-01
SUMMARY**

Program Approval, 0520-12-01-.03

- All persons or entities must be certified by the Tennessee Department of Education.
- At least five school-aged children enrolled in kindergarten or above must be documented to be considered for approval by department jurisdiction. If documentation is not proven, the program will then be referred to the Department of Human Services for licensing.
- A least two visits will be made to the program under the temporary license to ensure health and safety regulations are followed. Once the annual license is issued, visits will include one announced and one unannounced each program year. Supplemental visits may include a summer visit, complaint investigations, and follow-ups for violations noted at the regular visits.
- A certificate is not transferable to another location.
- The program must submit an annual report to the department prior to Oct. 1. The certificate may be suspended if the report is incomplete.
- Programs are subject to being issued a safety plan if the department finds major health and safety violations during any on-site visit.

Program Organization and Administration, 0520-12-01-.05

- A Child Care Center must have an adequate budget. General liability, automobile liability, and medical payment insurances must be maintained on all properties and vehicles owned or operated by the program.
- Children's files must include a complete application, an official immunization record (exceptions do apply), and health history before the child is allowed in the classroom.
- On-going parent communication is expected. Programs must provide a parent handbook with the policies, procedures, and the department requirements, chapter 0520-12-01. It is expected that parents sign for receipt of the policies and requirements, and this would be kept in the child's file. All parents shall be given a pre-placement visit opportunity.
- Parents must have access to all areas of the center when their child is present.
- The parents must receive an educational program regarding child abuse detection, reporting, and prevention.
- A written plan must be in place for the release of each child and should include individuals who are allowed to pick up the child at the end of the day, or any given time, by the parent.
- Children must be signed out of the program by the legal guardian. Staff may require to see a person's identification when releasing a child from the program.
- Injuries and incidences will be reported to the parent as soon as possible or at the end of the school day. This shall be documented in the child's file.
- Staff records must be kept on each employee that includes educational background, reference checks, TBI check, in-service training, physical exams, and performance reviews.

- If the center provides transportation, the driver should be appropriately licensed, have a drug screening on file, and certificate of CPR/First Aid, there must be liability insurance and the children must have adequate space and supervision. Transportation provided by the center, or under center authorization, shall comply with state law.
- Programs must have the current Certificate of Approval posted where parents and visitors can easily see it, along with the Department of Human Services (DHS) childcare complaint number and the Department of Children’s Services (DCS) Child Abuse Hotline number.
- No smoking must also be posted in a conspicuous manner.
- A copy of the state board rules (chapter 0520-12-01) must be maintained in a central space and available to all staff and parents.

Program Operation (Supervision), 0520-12-01-.06

- Careful supervision of each group is expected at all times and suited appropriately for each age grouping.
- Adult:child ratios and group sizes must be followed.

Single-age grouping chart:

AGE	GROUP SIZE	ADULT:CHILD RATIO
Infant (6wks-12 m)	8	1:4
Toddler (11m-23m)	12	1:6
Two (2) years old	14	1:7
Three (3) years old	18	1:9
Four (4) years old	20	1:13
VPK, 619, PDG	20	1:10

Multi-age grouping chart:

AGE	GROUP SIZE	ADULT:CHILD RATIO
Infant – 18 months	8	1:4
18 – 36 months	16	1:8
3 – 4 years old only	20	1:10
3 – 6 years old*	24	1:13

*Not including first grade children

- Group sizes must be maintained in the classroom, but classes may combine while outdoors, in common dining areas, or common napping areas.
- Each group must have their own space. Infants cannot be grouped with children older than 30 months; a separate area must be provided for infants and toddlers.
- At naptime, ratios may be relaxed for groups (except for infants and toddlers).
- A written playground supervision plan is required.
- Field trips require adult:child ratios to be doubled. Swimming has a separate ratio chart (page 17) and the lifeguard is not included in the ratio.

Staff, 0520-12-01-.07

- All programs must have a director and enough teachers and staff to meet the required ratios for adequate supervision.
- Staff must be physically, mentally, and emotionally stable to work with children and have knowledge of early childhood behaviors and development.
- Preschool directors, teachers, and assistant teachers must be 21 years of age.
- All new staff must complete two hours of orientation before assuming duties and receive annual instruction in early childhood topics that are required in this chapter section.

- Documentation of training hours is to be maintained for each staff member and available for the department at any time during the program year.
- The program must maintain written documentation that each employee has read the full set of all applicable rules.
- A copy of the entire rules must be maintained and readily accessible to all employees.
- All staff must have a criminal background check upon hiring and must be cleared before assuming duties. A new fingerprint sample is required every five years for all employees.
- All teachers and assistant teachers must be at least 21 years of age.
- A director shall be responsible for the day-to-day operations, shall be physically present in the facility for at least half the hours of operation, be at least 21 years of age, and follow the qualification guidelines listed in this chapter section.
- An assistant director may be designated in charge when the director is absent.
- All directors, assistant directors, teachers, assistant teachers, and other staff working directly with the children must have 30 hours of professional development training. At least six hours of this professional development must be in developmentally appropriate literacy practices.

Program, 0520-12-01-.09

- Educational activity must be developmentally appropriate for the age and ability of the children enrolled. (See TN-ELDS for Birth-48 Months and TN-ELDS for 48 month-Kindergarten)
- Any technology used by the children must be reviewed by staff, approved by parents, and shall not exceed two hours per day.
- Children shall not be left in restraining devices (swings, car seats, high chairs, etc.) for periods longer than 30 minutes.
- Children should have opportunities to play together, and also alone, when they choose to do so.
- Personal safety must be taught each year for children ages three years through school age. Parents must be made aware of the curriculum and written approval from the parent/guardian must be maintained for each child.
- Outdoor play must be provided for all ages who are in care for more than three daylight hours, weather permitting (temp ranges 32-95 degrees).
- Behavior management and discipline must be reasonable and age appropriate. Spanking or other corporal punishment is not allowed. Timeout must be based on the age of the child and take place in an appropriate location.
- Children shall not be in care for longer than 12 hours in a day.
- Routines such as snack, meals, and rest shall occur at approximately the same time each day.

Health and Safety, 0520-12-01-.10

- A first aid kit must be on the premises and a comprehensive first aid chart or list must be available.
- There must be a staff member present at all times who has a current certification in CPR and first aid training.
- A written plan to protect children during disasters is required. Drills must be practiced and documented each month. At least one drill must be practiced during extended care hours.
- Smoking and the consumption of alcohol are not allowed on the premises of a child care program.
- Firearms are not allowed on the premises, or in a vehicle, used to transport children.
- Kitchen knives, or other potentially hazardous tools, must be kept inaccessible to children.
- Staff's personal belongings must be kept inaccessible to children.
- Emergency contact numbers must be listed and posted near all telephones.
- Conduct regular morning health checks of each child and notify parents immediately when a child is sick or injured.
- Medication may not be given to any child without the written consent of the parent/guardian.
- Safe sleep practices for infants must be followed:
 - Infants placed on their back to sleep or in a crib or pack 'n play with only the sheet. Soft bedding for infants is not allowed.

- No swaddling or wrapping in a blanket.
- Infants must be touched by a teacher every 15 minutes to check breathing and body temperature.
- Infant room teachers must have SIDS and safe sleep training before reporting for duty.
- Hand washing and diapering procedures must be followed to minimize the spread of germs in the classrooms.
- Proper diapering procedures must be followed (CDC.gov).
- Developmentally appropriate equipment that is in good repair, and easily cleaned, is required. All manufacturer's safety instructions must be followed.
- Electrical cords and outlets should be inaccessible to the children.
- Children must have a place to store their belongings that minimizes the spread of germs.
- Each child must have their own napping equipment (2" thick mat or cot; sheet or cover for the mat; and a coverlet for their body)
- All staff must report reasonable suspicions of child abuse to DCS hotline number or local law enforcement immediately upon knowledge of the event. Annual training for this is required.
- A child abuse coordinator must be designated by the program. This person must be trained in child abuse reporting, be available for the program staff if they have questions about reporting, and serve as a liaison to the program staff, DCS, and law enforcement agencies.
- All staff and volunteers will cooperate with investigation personnel in the event of suspected child abuse or neglect.

Food, 0520-12-01-.11

- Children will receive meals based on the amount of hours spent in the program.
- Food should not be forced or withheld from children.
- Infants must be held while bottle feeding and bottles may not be heated in the microwave.
- Special diets and instructions must be provided in writing.
- A menu must be posted each week. Changes to the meal must be documented before the meal occurs.
- Teachers and children must wash hand when handling and eating food.
- All eating surfaces must be washed with soapy water and sanitized before eating and after eating.
- Children must be seated at appropriately sized tables.
- Staff must closely supervise them while eating.
- Milk must be placed in the refrigerator immediately after it is served. All formulas remaining in bottles after feeding must be discarded.
- Highchair manufacturer's restraints must be used.
- Food must be properly handled and stored to protect from it contamination.
- Milk and perishable food must not sit on the table longer than 15 minutes before being served.

Physical Facilities, 0520-12-01-.12

- All facilities must pass an annual fire inspection and health inspection.
- A working telephone is required.
- A minimum of 30 square feet of usable indoor play space for each child is required.
- The area must be clean and safe for the children to use.
- A minimum of 50 square feet per child is required outdoors.
- The outdoor area must be fenced.
- Outdoor play equipment must be age appropriate for the group of children.
- Outdoor equipment must be placed to avoid injury and have a proper amount of resilient surfacing material to cushion a fall.
- The outdoor playground must be properly maintained with a written playground maintenance plan. A pre-play inspection is required before children play outdoors.
- Drinking water shall be provided in all occupied rooms.
- Adequate temperature must be maintained in all classrooms.

- Classroom pets must be kept in a clean cage and kept away from food storage or food preparation areas.

Transportation, 0520-12-01-.13

- All transportation laws must be followed at all times and are defined in State Board of Education Pupil Transportation Rule 0520-01-05-.01 (2).
- Liability insurance coverage is required on all vehicles.
- Fifteen passenger vans are strictly prohibited.
- Proper child passenger restraints are to be used when transporting children in passenger vehicles.
- All school bus drivers must be properly licensed, have received a background check through the department, complete an annual physical and mental exam, complete annual school bus driving training, and complete CPR certification.
- Adult monitors, in addition to the driver, may be needed to properly supervise children while in route.
- Passenger logs must be kept and inspection of vehicles at the end of the route is required to insure no child is left inside the vehicle.

Care of Children with Special Needs, 0520-12-01-.14

- When children with special needs are enrolled, all reasonable and appropriate efforts shall be made to provide those children equal opportunity to participate in the same program activities as their peers.
- Adaptations to the environment shall be directed toward normalizing the lifestyle of the child with a disability by helping him/her become independent and develop self-help skills.
- The program shall inform parents of any specialized services available from the program and, if the program is aware of any specialized services available through third parties, shall additionally inform the parent of such services.
- The governing agency shall develop policies and procedures, in accordance with 0520-01-09-.23, governing personnel authorized to use isolation and restraint, training requirements, and incident reporting procedures.

School-Age Before and after School Programs 0520-12-01-.15

- All staff shall be 18 years of age.
- Professional development training hours are required: 18 hours for directors and 12 hours for staff.
- The ratio for Kindergarten-12 years old is 1:20 and for 13 years and older is 1:30.
- The ratio and group size requirements, when pre-K is enrolled in the program, are:

AGE	Group Size	Adult: Child Ratio
Including 3 year olds	15	1:10
Including 4 year olds	20	1:12

**COMPLAINT HOTLINE: (LONG DISTANCE) 1-800-462-8261
(NASHVILLE AREA) 615-313-4820**



Normas para el cuidado infantil administrado por escuelas, Capítulo 0520-12-01
RESUMEN

Aprobación del programa, 0520-12-01-.03

- Todas las personas o entidades tienen que contar con certificación del Departamento de Educación.
- Para que se le considere para ser aprobado bajo jurisdicción del TDOE (Departamento de Educación de Tennessee) debe documentarse un mínimo de 5 niños en edad escolar matriculados en kindergarten o grado superior. Si no se demuestra esta documentación, se remitirá para el programa de licenciamiento del Departamento de Servicios Humanos.
- Bajo la licencia temporal se realizarán 2 visitas como mínimo al programa para garantizar el cumplimiento de los reglamentos de salud y seguridad. Una vez que se expida la licencia anual, se realizarán dos visitas, una anunciada y otra no anunciada por cada año del programa. Otras visitas adicionales podrían ser: una visita en verano, visitas para investigar denuncias y visitas de seguimiento por violaciones detectadas durante las visitas regulares.
- El certificado no es transferible a otra ubicación.
- El programa debe presentar un informe anual al Departamento antes del 1^{ro} de octubre. El certificado podrá ser suspendido si el informe está incompleto.
- Se somete a los programas a un plan de seguridad si el departamento detecta considerables violaciones de salud y seguridad durante alguna visita al centro.

Organización y administración del programa, 0520-12-01-.05

- El Centro de cuidado infantil debe contar con el presupuesto adecuado. Se ha de contar con seguro de responsabilidad civil general, seguro de responsabilidad civil automovilístico, y seguros médicos en todas las propiedades y los vehículos pertenecientes al programa o gestionados por el mismo.
- El expediente del niño debe contar con una solicitud completada, una constancia de vacunación oficial (se aplican excepciones), y los antecedentes de salud antes de poder permitir que el niño entre a la clase.
- Se espera que exista constante comunicación con los padres. Los programas deben proporcionar un manual de padres con las políticas, los procedimientos y los requisitos del capítulo 0520-12-01 del TDOE. Se espera que los padres firmen acuso de recibo de las políticas y los requisitos, y ello se ha de mantener en el expediente del niño. Se dará a todos los padres la oportunidad de hacer una visita antes de la colocación.
- Los padres deben tener acceso a todas las áreas del centro cuando sus hijos estén presentes.
- Los padres deben recibir un programa educativo sobre detección, información y prevención del maltrato infantil.
- Se debe contar con un plan escrito para la entrega de cada niño, lo cual debe incluir las personas autorizadas por los padres a recoger al niño al final del día o en cualquier momento.
- Los niños deben ser recogidos del programa por el tutor legal. El personal puede exigir ver algún tipo de identificación de la persona antes de que se pueda recoger al niño del programa.
- Las lesiones y los incidentes serán comunicados a los padres tan pronto como sea posible o al final de la jornada escolar. Esto también debe documentarse en el expediente del niño.

- Se deben mantener expedientes laborales de cada empleado con sus antecedentes educativos, verificación de referencias, antecedentes del TBI (Buró de Investigaciones de TN), capacitaciones, exámenes físicos y evaluaciones de desempeño.
- Si el centro proporciona servicios de transporte, el conductor debe estar debidamente autorizado, contar con pruebas de detección de drogas en su expediente, y certificación de capacitación en primeros auxilios/resucitación cardiopulmonar, se debe contar con seguro de responsabilidad civil y los niños deben estar debidamente supervisados y contar con el espacio adecuado. El transporte proporcionado por el centro o bajo autorización del centro deberá regirse por las leyes del estado.
- Los programas deben publicar el Certificado de autorización actual en un lugar donde los padres y los visitantes puedan verlo fácilmente, junto con el número de teléfono del Departamento de Servicios Humanos para quejas de cuidado infantil y el número de teléfono de la línea directa para denuncias de maltrato infantil del Departamento de Servicios a Niños.
- Los carteles de no fumar también deben estar anunciados en un lugar visible.
- Debe mantenerse una copia de las reglas de la junta del estado (capítulo 0520-12-01) en un área centralizada y estar a disposición de todo el personal y los padres.

Funcionamiento del programa (Supervisión), 0520-12-01-.06

- Se espera la supervisión adecuada de cada grupo en todo momento y que sea adecuada para cada grupo etario.
- Se debe cumplir con la proporción de adulto/niño y el tamaño del grupo.

Gráfico de agrupación por una misma edad:

EDAD	TAMAÑO DEL GRUPO	PROPORCIÓN DE ADULTO/NIÑO
Bebés (6 semanas a 12 meses)	8	1:4
Infantes (11 meses a 23 meses)	12	1:6
Niños de dos (2) años	14	1:7
Niños de tres (3) años	18	1:9
Niños de cuatro (4) años	20	1:13
VPK, 619, PDG	20	1:10

Gráfico de agrupación por varias edades:

EDAD	TAMAÑO DEL GRUPO	PROPORCIÓN DE ADULTO/NIÑO
De infante a 18 meses	8	1:4
De 18 a 36 meses	16	1:8
De 3 a 4 años solamente	20	1:10
De 3 a 6 años*	24	1:13

*No incluye niños de primer grado

- Se debe respetar el tamaño del grupo en el salón de clases, pero las clases se pueden combinar mientras están al aire libre, en las áreas comunes del comedor o en las áreas comunes para la siesta.
- Cada grupo debe contar con su propio espacio. Los bebés no se pueden agrupar con niños mayores de 30 meses; se debe contar con un área independiente para los bebés y niños pequeños.
- A la hora de la siesta, las proporciones para los grupos pueden ser menos estrictas (excepto para los bebés y los niños pequeños).
- Es necesario contar con un plan escrito de supervisión en el área de juegos.
- Para las excursiones es necesario duplicar la proporción de adulto/niño. El gráfico de proporción es diferente para la natación (página 17) y la proporción no incluye el socorrista.

Personal, 0520-12-01-.07

- Todos los programas deben contar con un director y suficientes maestros y empleados como para cumplir con las proporciones necesarias para la debida supervisión.
- Los empleados deben estar física, mental y emocionalmente estables para trabajar con niños y contar con conocimientos acerca del desarrollo y las conductas de la primera infancia.
- Los directores de preescolar, maestros y auxiliares de maestros deben tener 21 años.
- Todo los empleados nuevos deben completar 2 horas de orientación antes de asumir sus deberes y recibir la instrucción anual en temas de la primera infancia requerida por esta sección de este capítulo.
- Se mantendrá la documentación de las horas de formación de cada miembro del personal y estará a disposición del departamento en cualquier momento durante el año del programa.
- El programa debe mantener documentación escrita de que cada empleado ha leído en su totalidad el conjunto de normas aplicables.
- Se debe mantener una copia de todas las normas y estar disponibles para su fácil acceso por parte de todos los empleados.
- Se debe realizar una revisión de antecedentes penales de todos los empleados al momento de la contratación y el empleado debe pasar dicha revisión antes de poder asumir sus deberes. Se debe tomar una nueva muestra de las huellas digitales cada 5 años para todos los empleados.
- Todos los maestros y auxiliares de maestros deben tener al menos 21 años.
- El director será responsable de las operaciones diarias, deberá estar físicamente presente en las instalaciones al menos la mitad del horario de funcionamiento, tener al menos 21 años, y cumplir con las pautas de cualificación que figuran en esta sección de este capítulo.
- El subdirector podrá quedar a cargo del plantel cuando el director esté ausente.
- Todos los directores, subdirectores, maestros, auxiliares de maestros y demás personal que trabajan directamente con los niños deben recibir 30 horas de capacitación y desarrollo profesional. Al menos 6 de las horas de desarrollo profesional deben ser en las prácticas de alfabetización apropiadas para el nivel de desarrollo.

Programa, 0520-12-01-.09

- Las actividades docentes deben ser apropiadas para la edad y la capacidad de los niños matriculados. (Ver TN-ELDS del nacimiento a los 48 meses y TN-ELDS de los 48 meses a kindergarten).
- Toda la tecnología usada por los niños debe ser revisada por el personal, autorizada por los padres, y su uso no deberá exceder 2 horas diarias.
- Los niños no deben permanecer en dispositivos restrictivos (columpios, asientos de coche, sillas altas, etc.) por períodos de más de 30 minutos.
- Se debe dar a los niños oportunidades para jugar juntos y también jugar solos si deciden hacerlo.
- Se debe instruir a los niños en seguridad personal todos los años para los niños desde los 3 años hasta la edad escolar. Se debe informar a los padres el plan de estudios y se debe mantener la autorización por escrito de la madre/el padre/tutor para cada niño.
- Se deben proporcionar juegos al aire libre para todas las edades para los niños que son cuidados durante más de 3 horas del día, si las condiciones meteorológicas lo permiten (intervalos de temperatura de 32 a 95 grados).
- Las medidas de disciplina y de control de la conducta deben ser razonables y apropiadas para la edad. No está permitido dar nalgadas ni ningún otro tipo de castigo corporal. Los castigos de aislamiento deben basarse en la edad del niño y tener lugar en una ubicación apropiada.
- Los niños no deben permanecer en la guardería durante más de 12 horas al día.
- Las rutinas como las meriendas, comidas y los descansos deben tener lugar aproximadamente a la misma hora todos los días.

Salud y seguridad, 0520-12-01-.10

- Se debe contar con un kit de primeros auxilios en el local así como un gráfico o lista de primeros auxilios.
- Se debe contar en todo momento con la presencia de un miembro del personal que cuente con certificación actualizada en RCP (resucitación cardiopulmonar) y primeros auxilios.

- Es obligatorio contar con un plan escrito para proteger a los niños en caso de desastres. Se deben realizar simulacros y documentarse la práctica de estos todos los meses. Se debe practicar al menos un simulacro durante los horarios de cuidado después del horario regular.
- No se permite fumar o consumir bebidas alcohólicas en los locales de los programas de cuidado infantil.
- No se permiten las armas de fuego en los locales o en los vehículos utilizados para el transporte de los niños.
- Los cuchillos de cocina u otras herramientas potencialmente peligrosas deben mantenerse fuera del alcance de los niños.
- Las pertenencias personales de los empleados deben mantenerse fuera del alcance de los niños.
- Los números de contacto de emergencia deben aparecer anunciados cerca de todos los teléfonos.
- Se deben realizar controles de salud regulares a cada niño todas las mañanas y notificar a los padres inmediatamente si el niño está enfermo o lesionado.
- No se pueden administrar medicamentos a ningún niño sin el consentimiento escrito de la madre/el padre/tutor.
- Se debe cumplir con las prácticas de sueño seguro para los bebés:
 - Se debe poner a dormir a los bebés en la cuna o el corral boca arriba con una sábana solamente. No se permite el uso de materiales de cama blandos para bebés.
 - No se puede envolver a los bebés en una sábana o manta.
 - Los maestros deben tocar a los bebés cada 15 minutos para revisar la temperatura corporal y que estén respirando bien.
 - Los maestros al frente del salón de bebés deben contar con formación en el Síndrome de muerte súbita del lactante (SIDS, por sus siglas en inglés) y técnicas de sueño seguro antes de poder asumir sus deberes.
- Se deben seguir los procedimientos de lavado de manos y de cambio de pañales para minimizar la propagación de gérmenes en las aulas.
- Se deben seguir los procedimientos adecuados para el cambio de pañales (CDC.gov).
- Es obligatorio usar equipos apropiados para el desarrollo que estén en buenas condiciones y sean fáciles de limpiar. Se deben seguir todas las instrucciones de seguridad del fabricante.
- Se deben mantener fuera del alcance los niños todos los cables eléctricos y enchufes.
- Los niños deben tener un lugar para guardar sus pertenencias que minimice la propagación de gérmenes.
- Cada niño debe tener su propio equipo de siesta (un colchón o catre de 2" de espesor; una sábana o cubierta para el colchón; y un cobertor para el cuerpo)
- Todo el personal está obligado a denunciar a la línea directa para denuncias del DCS o a las autoridades locales de cumplimiento de la ley toda sospecha razonable de maltrato infantil en cuanto se tenga conocimiento de ello. Es obligatorio recibir capacitación anual sobre este tema.
- El programa debe designar a un coordinador de maltrato infantil. Esta persona debe estar capacitada para denunciar el maltrato infantil, estar a disposición del personal del programa si tiene alguna pregunta respecto a la presentación de denuncias, y servir de enlace con el personal del programa, el Departamento de Servicios para Niños, y las agencias de cumplimiento de la ley.
- Todo el personal y los voluntarios colaborarán con el personal de investigación en caso de sospecha de maltrato o negligencia infantil.

Alimentos, 0520-12-01-.11

- Los niños recibirán comidas basadas en la cantidad de horas que asistan al programa.
- No se debe forzar a los niños a comer los alimentos ni quitarles los alimentos.
- Se debe cargar a los bebés durante la alimentación con biberón y no se pueden calentar los biberones en el microondas.
- Se deben proporcionar por escrito las dietas especiales y sus instrucciones.
- Todas las semanas se publicará el menú de la semana. Los cambios en las comidas deben ser documentados antes de repartirse las comidas.
- Los maestros y los niños deben lavarse las manos al manipular y comer los alimentos.
- Todas las superficies para comer deben ser lavadas con agua y jabón y desinfectarse antes y después de las comidas.

- Se debe sentar a los niños en mesas del tamaño adecuado.
- El personal debe supervisarlos de cerca mientras comen.
- La leche debe colocarse en el refrigerador inmediatamente después de que se sirva. La fórmula infantil restante en los biberones después de la alimentación debe ser desechada.
- Se deben usar las restricciones recomendadas por el fabricante de las sillas altas.
- Los alimentos deben ser manipulados y almacenados adecuadamente para protegerlos de la contaminación.
- La leche y los alimentos perecederos no deben llevarse a la mesa más de 15 minutos antes de ser servidos.

Instalaciones físicas, 0520-12-01-.12

- Todas las instalaciones deben pasar una inspección anual sanitaria y de incendios.
- Es necesario contar con un teléfono que funcione.
- Es necesario contar con un espacio interior útil para juegos de un mínimo de 30 pies cuadrados por cada niño.
- El área debe estar limpia y debe ser segura para el uso de los niños.
- Es necesario contar con un espacio exterior para juegos de un mínimo de 50 pies cuadrados por cada niño.
- El área exterior debe estar cercada.
- Los equipos de juego al aire libre deben ser adecuados para el grupo etario de cada niño.
- Los equipos de juego al aire libre deben colocarse de manera que eviten lesiones y contar con una cantidad adecuada de material de superficie resistente para amortiguar las caídas.
- El área exterior para juegos debe estar bien mantenida y se debe contar con un plan escrito de mantenimiento del área. Es obligatorio hacer una inspección antes de que los niños salgan a jugar al aire libre.
- Se debe proporcionar agua potable en todos los salones ocupados.
- Se debe mantener la temperatura adecuada en todas las aulas.
- Las mascotas del aula deben mantenerse en una jaula limpia y mantenerse alejadas del área de almacenamiento de alimentos o del área de preparación de alimentos.

Transporte, 0520-12-01-.13

- Se deben respetar todas las leyes del transporte en todo momento tal y como se definen en la Regla de Transporte de Alumnos de la Junta estatal de educación en 0520-01-05-.01 (2).
- Es obligatorio contar con cobertura de seguro de responsabilidad automovilística para todos los vehículos.
- Se prohíbe estrictamente el uso de furgonetas de 15 pasajeros.
- Se deben usar las medidas adecuadas de restricción de niños pasajeros para el transporte de niños en vehículos de pasajeros.
- Todos los conductores de autobuses escolares deben estar debidamente autorizados, haberse sometido a una revisión de antecedentes penales por parte del departamento, completar un examen físico y mental anual, completar capacitación anual en la conducción de autobuses escolares y completar la certificación de RCP.
- Es posible que sea necesario el uso de otros adultos aparte del conductor del autobús para que supervisen a los niños durante el viaje.
- Deben mantenerse registros de pasajeros y hacer una inspección de los vehículos al final del viaje para asegurar que ningún niño se quede dentro del vehículo.

Cuidado de niños con necesidades especiales, 0520-12-01-.14

- Cuando haya niños con necesidades especiales matriculados, se hará todo esfuerzo razonable y adecuado necesario para brindar a los niños igualdad de oportunidades en la participación de las mismas actividades del programa que sus compañeros.
- Se harán adaptaciones al entorno dirigidas a la normalización de la vida del niño con discapacidad para ayudar al niño a ser independiente y a desarrollar habilidades de autoayuda.
- El programa informará a los padres de cualquiera de los servicios especializados disponibles en el programa, y si el programa tiene conocimiento de algún servicio especializado disponible a través de terceros, también deberá informar a los padres de dichos servicios.

- El organismo rector deberá crear políticas y procedimientos, conforme al 0520-01-09-.23, acerca del personal autorizado a utilizar aislamiento y restricción, los requisitos de formación y los procedimientos de notificación de incidentes.

Programas antes y después del horario escolar en las escuelas 0520-12-01-.15

- Todos los empleados deben tener 18 años.
- Es obligatorio que reciban horas de capacitación en desarrollo profesional: 18 horas para los directores y 12 horas para el personal.
- La proporción de kindergarten a 12 años es 1:20 y de 13 años o más es 1:30.
- Hay otros requisitos de proporción y tamaño del grupo si hay niños de pre-kindergarten matriculados en el programa

EDAD	Tamaño del grupo	Proporción de adulto/niño:
Incluidos niños de 3 años	15	1:10
Incluidos niños de 4 años	20	1:12

**LÍNEA DIRECTA DE QUEJAS: (LARGA DISTANCIA) 1-800-462-8261
(ÁREA DE NASHVILLE) 615-313-4820**



Welcome to DLP!

Please provide the information below regarding your contact information and dismissal information. On the other side, please provide any health information.

Thank you!

School _____ Date _____

Student _____
last name first name middle name

Legal Guardian _____

Cell Phone _____ Alternative Phone _____

Email _____

In the event we need to reach you regarding your child, please list in order of preference who to contact.

First Contact _____ Phone Number _____ Relationship _____

Second Contact _____ Phone Number _____ Relationship _____

Third Contact _____ Phone Number _____ Relationship _____

Car riders must be signed in and out each day. Please list those who are able to pick-up your child.

Name _____ Phone Number _____

Name _____ Phone Number _____

Name _____ Phone Number _____

Name _____ Phone Number _____

Please list anyone who is NOT allowed to pick-up your child.

Name _____

Name _____

Name _____

***For the safety of our students, IDs will be checked for all individuals picking up a student.**



Teacher _____
School _____

STUDENT HEALTH HISTORY

Student health information within the school is limited to the information necessary to serve the student's educational and health interests.

Student Name _____ Grade PreK Date _____

Please let us know your child's health needs by completing this form.

- My child has no health problems.
 - Is your child on medication yes no If yes, please list _____
- My child's health needs include the following conditions:
 - Allergies, include food allergies, please list _____
What happens? _____
Is EpiPen Prescribed? Yes No (If yes, parent must provide EpiPen)
 - Bee Sting Allergy, What happens? _____
Is EpiPen Prescribed? Yes No (If yes, parent must provide EpiPen)
 - Asthma Is inhaler used? Yes No If yes, how often? _____
What medications are taken for asthma? _____
 - Diabetes What medications are taken? _____
Any special procedures during the school day? _____
 - Hearing Problem: Please describe _____
 - Vision Problem: Wears glasses? Yes No Wears contacts? Yes No
 - ADD or ADHD Diagnosed: What medications are taken? _____
Will medication be needed in school? Yes No, When? _____
 - Bone/Joint problem or fractures? Which bones or joint? _____
Is a brace worn? Yes No
 - Seizures What type? _____ Date of last seizure _____
Medication taken _____
 - Episode of loss of consciousness: When? _____
Any special treatment? _____
 - Emotional concerns: List _____

List any other recurrent medical problem or illness:

Name of Student's doctor _____ Phone _____

Please contact your student's teacher for medication forms if your child needs medication at school, including inhalers for asthma or EpiPen, for severe allergic reactions.

Health History Informed Consent

Your signature gives permission for pre-k staff to take precautions and procedures to protect your child in the classroom and to foster academic success. Your signature is an informed consent to share this health history information with pre-k and medical staff on a need-to-know basis for emergencies and medical care.

Parent/guardian signature _____ Date _____ Phone number _____

*If your child is taking any medication on a regular basis please complete a medication form.
If your child has COVID-19 symptoms or has been exposed to the virus, they are not to attend school and must follow the guidelines as described in the [Student Return To School Decision Guidance](#), which can be found on the [HCDE.org](#) website.*



Exceptional Education Department
3074 Hickory Valley Road
Chattanooga, Tennessee 37421
Phone: 423.498.7115 Fax: 423.498.6670

Preschool DLP parents of: _____

Please initial each space below, sign, date, and return to your child's teacher acknowledging the following:

_____ I have received a copy of the DLP Handbook.

_____ I have received a summary of the Tennessee State childcare guidelines

_____ I received information about what to do if I suspect child abuse or neglect

_____ I have been informed that my child's class will be using the Talking About Touching curriculum to learn about personal safety and that I may speak to my child's teacher if I have any concerns or would like to see the curriculum.

(Print Name)

(Parent Signature)

Date