



Rhea County Department of Education



Voluntary Pre-K Program

And

Developmental Learning Program

Parent Handbook

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Rhea County Department of Education

Contact Information

Currently there are Pre-Kindergarten classes at three Rhea County schools; Graysville Elementary, Rhea Central Elementary, and Spring City Elementary. Frazier Elementary does not currently have a preschool program. Students from the Frazier Elementary zone can apply to attend one of the other preschool programs.

Graysville Elementary

**Principal: James Harrison
606 Long Street
Dayton, TN 37321
Phone: 423-775-7850**

Graysville/Frazier

**Special Education Office
Chad Hughes, Coordinator
Phone: 423-775-785**

Rhea Central Elementary

**Principal: Rhonda Freeman
1005 Delaware Ave.
Dayton, TN 37321
Phone: 423-775-7842**

**Rhea Central Elementary
Special Education Office
Mike Shedden, Coordinator
Phone: 423-775-78**

Spring City Elementary

**Principal: Tammy Boles
270 East Jackson Avenue
Spring City, TN 37381
Phone: 423-365-6451**

**Spring City Elementary
Special Education Office
Dwayne Price, Coordinator
Phone: 423-365-9105**

**Rhea County Department of Education
305 California Ave.
Dayton, TN 37321
Phone: 423-775-7812**

**Voluntary Pre-K Director
Michelle Solomon**

**Special Education Coordinator
LeAnn Kelly**

(calendar)

(registration flyer)

Rhea County Board of Education			
Review: Annually, in March	Voluntary Pre-K Attendance	Descriptor Code: 6.2011	Issued Date: 12/14/17

The board may establish an early childhood education program to address the educational needs of eligible four-year old children. The program will provide educational services in accordance with state law and policies, rules, and regulations of the state board of education and the department of education.¹

While enrollment in an approved Pre-Kindergarten program is voluntary², attendance is a key factor in student achievement; therefore, students are expected to be present each day school is in session.

Excused Absences

Absences shall be classified as either excused or unexcused as determined by the site-level administrator. Excused absences shall include, but not limited to:

1. The child has a personal illness or injury;
2. The child has other ongoing health related ailments which temporarily prevent attendance;
3. The child contracts a communicable disease (virus or flu);
4. Religious observances;
5. Death in the family; and
6. Limited medical/dental/therapy appointments.

Unexcused Absences

Students Who have four (4) or more unexcused absences within one (1) month shall be reported to the site-level administrator who will, in turn, contact the parent(s)/guardian(s) of the student and develop an attendance plan with the help of the parent(s)/guardian(s) and other appropriate school personnel. The attendance plan shall:

1. Identify the reasons for the absences;

2. Include a specific plan and date for establishing regular attendance or alternative services that meet the student's educational goals; and
3. Include the documentation of services and student outcomes to determine the effectiveness of the attendance plan.

Dismissal

Students who are absent five (5) days or more within one (1) month or ten (10) days in one (1) year without adequate excuse may be terminated from the program. The site-level administrator shall submit dismissal documentation to the Department of Education Voluntary Pre-K director for approval.

The district shall not dismiss a student without first implementing an attendance plan, unless there are special circumstances approved by the state VPK director.

Once dismissal is approved, a waiting list applicant who meets eligibility determinations may fill the vacant position.

The student may re-enter the program after a 30-day waiting period and a parent conference if there are any available vacancies.

District Voluntary Pre-K Contact

Director of Schools or Designee
423-775-7812

Legal References

1. TCA 49-6-101 et seq.; TRR/MS 0520-12-01
2. TCA 49-6-103(a)

Cross References

Attendance 6.200

Rhea County Board of Education			
Review: Annually, in April	Behavior Management Policy for Pre-Kindergarten	Descriptor Code: 6.3131	Issued Date: 01/17/13

One goal of the Pre-K program is to promote social and emotional development in all children. Our staff will put in place prevention and promotion techniques to encourage appropriate behavior using resources in the Pyramid Model Routine Based Support Guide found in Teaching Tools for Young Children with Challenging Behavior (www.challengingbehavior.org). In order to do this we will implement the following preventative strategies in the Pre-K classrooms.

- Foster relationships with families to include open communication about the individual child as well as classroom activities.
- Ensure that each child is provided with a positive model of acceptable behavior.
- Redirect children and groups away from problems toward constructive activities in order to reduce conflict.
- Teach children how to use acceptable alternatives to problem behavior in order to reduce conflict.
- Protect the safety of children and staff.
- Provide immediate and directly related consequences for a child's unacceptable behavior.

Children may exhibit challenging behavior due to their developmental stage, the absence of language, or an understanding of how to appropriately communicate a need. We recognize that most young children will respond positively to developmentally appropriate management strategies when taught how to use them. In the event that a child does not respond to preventive strategies, the following should be considered:

- Revisit The Pyramid Model / Inventory of Practices to be sure the model is being implemented with fidelity.
- Communicate with family any concerns regarding the child's behavior to discuss potential reasons for child's inappropriate behavior.
- Maintain documentation such as a behavior incident report to record the type of behavior including frequency, intensity and duration of the behavior.
- Maintain communication with the principal, Pre-K supervisor, and/or guidance counselor for system direction and support.

- Contact the Early Childhood Education Consultant, through the local CORE office, for additional guidance and support on intervention strategies.

If the school staff determines a need for behavior plan to the high frequency, intensity and duration of the behavior, the following will occur:

- The school staff will meet with the family to discuss the concerns and create a behavior plan, which may include a functional behavioral assessment. Once the plan is implemented, the staff designated will maintain communication with the family on the progress of the child's behavior. The staff will meet with the family and address any changes to the plan as needed.

In the case where a child harms another child, an adult, or is a threat to school property, the child may be sent home and a meeting will be scheduled with the family and the school staff involved with this child to develop a behavior plan before the child returns to school. This meeting provides an opportunity to hold open dialogue with families to discuss "effective strategies" to change the child's behavior both at school and at home. This requires all adults who work with this child to identify what they will do differently when the child returns to school.

Suspending a child from the classroom or the school without a plan for helping the child upon his return will not change the child's behavior. Suspension should be used only in extreme cases such as when a child or adult is in danger. NOTE: Suspending a child for any reason necessitates a need for staff and family to convene and discuss next steps to better support the child's social and emotional development to improve the behavior.

As stated in the Scope of Services, if intervention proves to be ineffective, a written request with justification for permanent dismissal will be submitted to the Tennessee Department of Education. No child shall be permanently dismissed from the Voluntary Pre-K Program without prior notification of the Tennessee Department of Education, Division of School Readiness and Early Learning.

General Pre-K Information

Your child's first year of school is an exciting time for both you and your child. The goal of the Pre-K school year is to engage each child in learning through a curriculum that focuses on the needs of young children in all areas of development including language, early literacy, math, science, social studies, the arts, physical development, as well as social emotional development, and healthy living.

To accomplish all of this in Pre-K, your child's teacher will need your support to learn about your child and his/her interests. This will help the teacher build on what your child is already comfortable with and to also expand their knowledge of new things. The teacher will also provide suggestions and ideas for ways to help your child continue to grow and learn at home.

Each day is planned to provide hands on experiences that develop and support a child's love and joy of learning. The classroom environment creates a safe, nurturing and supportive place for young children to explore these new learning opportunities and to set the foundation for future learning in the years to come. Your child's teacher will provide you with information on classroom activities to keep you informed on what your child is learning about throughout the year.

All Tennessee VPK and Head Start programs provide learning environments that support development of the whole child across all developmental domains. These standards are listed in Tennessee's Early Learning Developmental Standards. These standards describe age appropriate developmental skills for children birth to age 5. Children with disabilities have Individual Education Plans (IEPs) which are developed to meet their unique needs, and are based on the early learning developmental standards.

Developmental Pre-K Information

In 2015, the Tennessee Department of Education outlined its vision, goals, priorities, and strategies in the Tennessee Succeeds strategic plan. This plan is anchored in the foundational belief that all students can achieve and all students deserve access to postsecondary and career opportunities after graduation. Within the special populations division, it is our mission to support districts and schools in graduating students who are equipped with the knowledge and skills necessary to successfully embark on their chosen path in life. The beliefs at the forefront of our work are as follows:

- Special education is not a place; it is the most intensive intervention along the continuum of service, defined by individual need, services, and placement.
- Strong leadership at every level is the foundation of a collaborative and inclusive environment that supports all students.
- All students are general education students first, and every student can learn and demonstrate growth. Thus, all students must have access to high-quality, evidence-based instruction that maximizes his/her potential in the Least Restrictive Environment (LRE).
- Educators are the key to student success and should be supported instructionally and professionally.
- All students can achieve postsecondary success.

A significant part of ensuring a student's needs are met is the Individualized Education Plan (IEP), a document that identifies a student's disability, outlines clear goals and objectives, and explains how the student will be supported. The IEP guides how a school configures its special education resources in order to provide opportunities for a student with disabilities to achieve desired outcomes.

Guiding Principles for the Tennessee Early Learning Developmental Standards

All children are capable of learning, achieving, and making developmental progress. The Early Learning Developmental Standards (ELDS) are intended for all children regardless of economic, linguistic, and cultural differences and/or physical, learning, or emotional challenges.

Children develop at different rates and each child is unique in his or her own development, growth, and acquisition of skills.

Individualized, appropriate, and reasonable supports and accommodations must be provided to close the achievement gap and promote school readiness for all children.

Early experiences have both cumulative and delayed effects on each individual child's development; optimal periods exist for certain types of development and learning.

Four-year-old children are active, eager learners.

A primary approach to learning is through purposeful, inquiry-based play. Optimal learning environments invite children's participation through hands-on, experiential exploration using all five senses. Four-year-olds are concrete learners who learn best through interactions with people and educational materials in multiple, varied contexts.

Development advances when children have opportunities to practice newly acquired skills and when they experience a challenge just beyond the level of their present mastery, known as the zone of proximal development.

Multi-dimensional development is essential for optimal brain growth. Children's learning is integrated and occurs simultaneously across all developmental domains, which are interrelated and interactive with one another. Children's brain growth and cognitive development is accelerated when early education is focused and balanced among all eight areas of development included in the revised TN ELDS.

Children learn in the context of interactions and relationships with family members, caregivers, teachers, other children, and adults in their immediate environment and greater community.

The family is the most significant contributor to a child's lifelong learning and development. Engaging families in the early education of their children is essential to continuing a child's success in the elementary classroom and later learning.

How Will a Typical Day Look?

Rhea County Schools have adopted Big Day for PreK for our curriculum. Big Day for PreK is organized into eight engaging and child-friendly themes. As the year progresses, the themes in this early-learning program broaden, and children begin to understand more about the world around them. In Big Day for PreK, each day is organized around three Big Experiences—Whole-Group, Circle Time, and Story Time lessons—that provide an anchor for conversation, play, and learning. Carefully selected activities ground the entire class in a common Big Experience. Big Experiences provide integrated learning opportunities and introduce children to new vocabulary, concepts, and skills.

A Typical Schedule

Meet & Greet (Sign In)	10 minutes
Breakfast	30 minutes
Transition to the Classroom	20 minutes
Circle Time/Story Time (Big Experience 1)	25 minutes
Learning Centers with Small-Group Instruction	60 minutes
Snack Time	10 minutes
Circle Time/Story Time (Big Experience 2)	25 minutes
Outdoor Time	25 minutes
Lunch	30 minutes
Read Aloud: Children's Choice	15 minutes
Quiet Time	60 minutes
Songs and Finger Plays	10 minutes
Circle Time/Story Time (Big Experience 3)	25 minutes
Learning Centers with Responsive Instruction	30 minutes
Outdoor Time	25 minutes
Closing	10 minutes
Pack up to Go Home and Sign Out	20 minutes

Common Terms and Intended Meanings

The following lists of terms are found in the standards for four-year-olds. Understanding the meanings of these words will better support understanding of the standards.

List of Terms & Intended Meanings Four-Year-Old Standards Only

- **Associate:** to connect with something else in one's mind
- **Aware or awareness of:** knowing or cognizant of
- **Begin to:** The first step in the process; the child may not demonstrate complete mastery of the skill but demonstrates an awareness of the concept and evidence of learning
- **Categorize:** to arrange by categories; to describe or understand by assigning to a category
- **Classify:** to group or order in classes
- **Compare:** to note or describe the similarities or difference of; to bring together for the purpose of discovering similarities and differences
- **Contrast:** to compare in order to make differences clear; to show or reveal differences when compared
- **Count:** to list or name one by one in order
- **Create:** to bring into being; to cause, produce
- **Define:** to explain or state the meaning of; to describe the nature of
- **Demonstrate:** to show evidence; to reveal; to show
- **Describe:** to tell or write about; create a picture of in words
- **Develop:** to bring out the potential of; advance to a more complete or more effective condition; to gain strength
- **Display:** to cause to be seen; show; to make known; disclose
- **Expand:** to make larger or wider; to become larger or wider
- **Explore:** to begin to understand by carefully examining
- **Express:** to show or make known; to tell the thoughts or feelings
- **Familiar:** those letters, words and ideas with which students come in contact on a regular basis (i.e., own name, billboards, signs, books read regularly, items in the environment)
- **Identify:** to figure out or show who someone is or what something is; to connect or associate
- **Initiate:** to cause to begin; start; originate
- **Observe:** to notice or see; to watch closely; make a careful observation
- **Participate:** to take part; share (usually followed by "in")
- **Progress:** forward movement toward an end; forward movement in time or space
- **React:** to act, or feel a certain way, in response to something
- **Recall:** to bring a past event into the mind; remember
- **Recognize:** to identify from an earlier experience; to understand
- **Relate:** to tell the story of; to see or find connections between; link
- **Reproduce:** to make a copy of; to make or produce again
- **Respond:** to answer or give a reply, in words or through other means 4
- **Retell:** to tell again, e.g., a story or account
- **Select:** to choose; pick **Sustain:** to keep (something) going or existing
- **Understand:** to get the meaning, nature, or importance of
- **Use:** to bring into service

Assessment of Child Development

The Rhea County Preschool Programs will be using the Brigance Inventory of Early Development (IED ii) to assess students in the Pre-k classrooms. This assessment will be given 3 - 4 times per year, as a way to provide pre and post assessment for each individual student. The IED ii will provide a standardized assessment to measure the growth of each individual student throughout the school year.

The **Brigance Inventory of Early Development ii** (IED-ii) is designed to provide information on how a child is performing in 5 key norm-referenced/standardized developmental areas:

1. Language Domain (*receptive* and *expressive*)
2. Motor Domain (*gross motor* and *fine motor skills*)
3. Academic-Cognitive (*general/quantitative* and *pre-reading* skills)
4. Daily Living Domain (*self-help* and *prevocational*)
5. Social-Emotional Domain (*play skills and behavior and engagement/initiation skills*)

The IED-ii also provides information in 11 key criterion-referenced skill based developmental areas: Developmental Sections with Comprehensive Skills Sequences

1. Perambulatory Motor Skills and Behaviors
2. Gross-Motor Skills and Behaviors
3. Fine-Motor Skills and Behaviors
4. Self-help Skills
5. Speech and Language Skills
6. General Knowledge and Comprehension
7. Social-Emotional Development
8. Early Academic Skills Sections
9. Readiness
10. Basic Reading Skills
11. Manuscript Writing
12. Basic Math

Talk About Touching

Talk About Touching is a Tennessee 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 encompasses 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.

Parent Involvement

Parent involvement is a primary key to success for students. After all, you were their first teacher! We are here to educate your child and we need your help. The more involved you are with your child's education, the more successful we become as a team in helping your child meet their educational goals. Pre-K sets the foundation for success! You can help your child by joining in as a member of the team, providing an early and positive start for school. There are many ways you can get involved. Here are some examples:

- Communication is the most important - Look for notes and information in your child's backpack. Return responses as requested.
- Inform your child's teacher of special needs or issues that may be occurring.
- Attend Parent-Teacher conferences and IEP meetings. Think ahead of meeting about questions, concerns, and suggestions you may have.
- Attend PTA meetings
- Assist with field trips.
- Volunteer at school (approval required by teacher and school administrator).
- Help with parties and special activities.
- Volunteer during special events.
- Donate items to the classroom and school.
- Support your child's learning by continuing to work with your child at home. Your teacher can offer suggestions for things for you to reinforce at home.

It is important to note that some children have difficulty following classroom routines if their parents are present. It is important to have honest discussions with your child's teacher, when your presence hinders the classroom routine. Remember, we want your involvement; however, sometimes it is better for your child if your involvement is a little more distant.

Working with Your Child at Home

You are a critical part of your child's education! Everything that you do at home will impact 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 poring.
- Provide play dough (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. Sing 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.

Transportation

Parents have the option to provide transportation to and from school for their child, or use the Rhea County transportation buses. Each school will have a designated location for students to arrive and leave each day. This will include signing children in and out each day. As a parent of a student, you will designate family or friends who can pick up your child. These will be the only people who can sign out your child from school. Your child's teacher will go over the specific procedures with you. Please make sure you share the school's procedures for pick up with those whom you designate.

Students using the school bus will be transported to and from school from designated pickup and drop off locations. Transportation will be on school buses owned and operated by Rhea County Schools and designated specifically for pre-kindergarten students. Each bus will have a certified driver and an assistant on the bus. Each bus is inspected and meets federal guidelines for seat belts and restraints, for children. Students will be required to remain in age appropriate car seats or seat belt restraints while being transported.

In accordance with Tennessee law 49-6-2103.

No pupil shall be charged a fee by the county board of education or by any employee of the board for the privilege of being transported with public funds to any public school.

The maximum amount of time on a school bus is regulated by Tennessee law 49-6-2105.

No pupil shall be allowed to remain in transit to or from school on a school bus more than one and one half ($1\frac{1}{2}$) hours in the morning or one and one half ($1\frac{1}{2}$) hours in the afternoon.

The safety of all students is the main focus during transportation of children on the Rhea County School bus. For this reason, there are rules and regulations in place and adopted by the school system. Students and parents are asked to abide by these rules for the safety of the children.

Rules for all students:

- Follow directions given by the bus driver for loading and unloading
- Remain seated at all times, while the bus is in motion
- Hands, arms, and body must not be extended out the bus window
- No food or drinks during transportation
- Do not touch emergency equipment (usually designated by Red coloring)
- Respect bus property (no littering or damage)
- No physical harm to others
- No loud noises

These are intended to be examples of bus behavior and are not intended to be an exhaustive list of rules. The driver has the right to assign seating on the bus. Drivers will refer violations of student conduct to the school's principal for disciplinary action. Any concerns about operation of the bus or bus personnel should be addressed with the transportation department at Rhea County Schools, 423-775-7872.

Abuse and Neglect Reporting Information

The Rhea County Department of Education recognizes both state law and School Board policy requiring all school system employees to report suspected child abuse immediately to the appropriate authorities. The Rhea County School Board has developed guidelines to give school personnel guidance to ensure that suspected child abuse is promptly investigated and children are adequately protected.

The Duty to Report

All personnel shall be alert for any evidence of child abuse, sexual abuse, or neglect.

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

- Child abuse is defined as any wound, injury, disability, or physical or mental condition which reasonably indicates that it has been caused by brutality, abuse, or neglect.
- If personnel know or have reasonable cause to suspect abuse or neglect, a report shall be filed immediately.

How to Report

- The Department of Children's Services by way of the statewide hotline (1-877-542-2873) or the local DCS office.
- Reports shall be made to the judge having juvenile jurisdiction, to the county office of the Department of Children's Services (DCS).
- To the sheriff of the county where the child resides, or to the office of the chief law-enforcement official where the child resides.

Investigations

School administrators and employees have a duty to cooperate, provide assistance, and provide information in child abuse investigations including permitting child abuse review teams to conduct interviews while the child is at school. The principal may control the time, place, and circumstances of the interview but may not insist that a school employee be present even if the suspected abuser is a school employee or another student. The principal is not in violation of any laws by failing to inform parents that the child is to be interviewed even if the suspected abuser is not a member of the child's household.

Tennessee Department of Education

Summary of Child Care Approval Requirements

This is a section by section 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 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 Session 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 can 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 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 of 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 to be doubled.
- Each group must have their own space.
- Infants and toddlers must have their own space and not be 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 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:

- **Schedules 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.
- **Behavior Management and Guidance:**
- Caregivers must be knowledgeable of developmental appropriate behavior.

- 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.
- **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.
- **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

- **Children Health:**
- Children must have immunizations in accordance with current TN law and the center must have documentation for this as well as 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 or 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 no smoking in the presence of children.
- The diapering area must be appropriate, near hand washing lavatory and cleaned after each changing.
- **Staff Health:**
- Staff must have documentation they are physically and mentally able to work with children.
- Physicals are required every 3 years.
- **Safety:**
- There must be a staff member present at all times who has current CPR and first aid training.
- 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

- **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.
- **Meal Service:**
- Children are to have appropriate size tables and chairs for meals and adults 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.
- Adaptions 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 Charts

Maximum Group Size and Adult Child Ratios

Single-Age Grouping	8	12	14	16	18	20	No Max
Infants: 6 weeks - 15 months	1:4						
Toddlers (12 mos. - 30 mos.)		1:6					
2 years (24 mos. - 30 mos.)			1:7				
3 years					1:9		
4 years						1:13	
5 years						1:16	
School Age (K and above)							1:20

Multi-Age Maximum Group Size and Adult:Child Ratio

	8	10	12	14	16	18	20	22	24	No Max
Infants/Toddlers	1:5									
2-4 years					1:8					
2.5 - 3 years						1:9				
2.5 - 5 years							1:11			
2.5 - 12 years	1:10									
3 - 5 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.