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SCHOOLS, SHELBY COUNTY HEAD START, & COMMUNITY PARTNERS: INTRODUCTION

SHELBY COUNTY SCHOOLS PRE-KINDERGARTEN PROGRAM

Shelby County School Early Childhood Pre-K program defines school readiness by focusing on the nature of 4-year-olds and how they learn. The definition encompasses families and how they live; communities and the services they provide; and schools and their readiness for children. Each of the following factors affect a child’s school readiness:

- Health issues
- Physical or mental disabilities
- Level of enthusiasm toward learning
- Social and interpersonal skills
- Communication skills
- Early literacy skills

VISION

To provide a rich, child-centered, literacy focused program to ensure that all children enter kindergarten ready to learn. Quality instructional programs will be offered in a safe, healthy and nurturing environment. The program will encourage a cooperative partnership between the home and school in order to foster the development of lifelong learning while recognizing the individual needs of all children and their families.

MISSION

To provide high quality early education for all children that will maximize school readiness and empower children/families to become successful, lifelong learners and productive citizens.

GOALS

- To promote success in school readiness for four year old children in the greatest educational need
- To provide high quality pre-k experiences for four year olds who reside in Shelby County geographical area
- To maximize community participation and community “ownership” of the Pre-kindergarten program
• To implement a Pre-kindergarten expansion plan that will result in universal Pre-K.

THE COLLABORATION
A meaningful Partnership of Shelby County Schools, Community Partners and Shelby County Head Start has been created to ensure school readiness by focusing on the nature of 4-year olds and how they learn. As a result of this coordinated system of services, over 4,000 students are currently enrolled. A network of certified teachers and paraprofessionals develop individualized education plans and provide a smooth transition from Pre-K into Kindergarten. The profile of educators includes:

BENEFITS OF THE COLLABORATION
The Pre-Kindergarten program fosters high quality and developmentally appropriate educational experiences where by all children and their families will have the opportunity to perform at their full potential through the implementation of the following program of work:

• Assessments: Authentic, Standardized, District Level
• Blending (Inclusion of students with special needs)
• ELLCO (Early Language Literacy Classroom Observation)
• ECERS (Early Childhood Classroom Observation)
• Project Based Approach-Student Exhibitions
• Responsive Classroom
• Student Recruitment: Child Plus Software
• Researched Based Curriculum: Opening the World of Learning, Everyday Math Counts, The Letter People
• Destination House Literacy Software
• Parent Engagement
SECTION ONE: PRE-K COLLABORATION OPERATING GUIDELINES

GENERAL PROGRAM OPERATIONS AND SERVICES

PURPOSE

The purpose of the Pre-K program is to provide Tennessee’s at risk four-year-old children, an opportunity to develop school readiness skills in an environment that fosters the love and joy of learning. Additionally, promoting success in kindergarten and throughout the child’s life.

The Community Pre-K Partner, in accordance with the state-approved grant proposal, will create an early childhood education program for “at risk” four-year-old children. The early childhood education program will provide quality early childhood education services in accordance with the Tennessee Early Childhood Education Plan as adopted by the State Board of Education and state in T.C.A. Section 49-6-101.

The purpose of the Pre-K Program is to provide a full day (5.5 hours of instructional services plus 1 hour nap), five day per week, 180 days per year of appropriate educational/instructional services to eligible four-year olds.

DATES OF SERVICES

Specific dates are based on the Shelby County Schools yearly academic calendar.

DAYS OF SERVICE

The school year for the Pre-K program includes 180 days of services for children and families and 200 days for staff. Pre-K staff cannot be used to provide services unrelated to Pre-K during the 180-day school year.

HOURS OF SERVICE

The instructional component of the Pre-K program shall not begin before 7:30 a.m. It shall include a minimum of 5.5 hours of instruction and 1 hour of naptime. Pre-K Partners have the option of extending the hours, both before and after the instructional services.
ELIGIBILITY REQUIREMENTS

ELIGIBILITY CRITERIA

To be eligible for enrollment in Pre-K program in the merged Shelby County Schools, children must:

- Be four years of age on or before August 31st.
- Live in Shelby County
- Qualify for Free/Reduced Meals

SELECTION CRITERIA

Selection of children from those eligible will be determined using the following criteria:

- Free/Reduced Lunch
- Preschool Screening Scores
- Identification of Other At-Risk Factors – Based on Parent Interview
  - Home language other than English
  - Public assistance
  - Disability/Illness
  - Age of Mother
  - Educational Level of Mother
  - Single Parent Home
  - Homeless
  - State Custody (Foster Care)
  - Parent Deployed
  - School Attendance Zone

ENROLLMENT PROCEDURES

1. Collect all Pre-K applications from parents
2. Schedule and screen all eligible children
3. Determine At-Risk Score by subtracting at-risk factors on Parent Interview from preschool screening score.
4. Rank order children’s names in ascending order according to At-Risk Score.
5. Indicate all children whose family income qualifies them for Free/Reduced Lunch.
6. Notify families of assignment and registration process.
ENROLLMENT AND ATTENDANCE

Enrolling a child in the Pre-K Program requires, parents to agree to follow specific attendance guidelines that help support the curriculum being taught and a child’s transition into a structured quality program. Children who do not attend regularly, are routinely late, and are picked up late on multiple occasions may be dismissed from the program, as approved by the Dept. of Ed. Please contact the Shelby County Schools Manager of Pre-K.

The program has an attendance goal of maintaining an average daily attendance (ADA) of ninety-three (93) percent. The strategy to achieve and maintain a 93% ADA is to involve staff members and parents in a process of identifying reasons for class absences to improve the child’s attendance and reduce the number of absent days.

PROCEDURES FOR SUSPENSION OR WITHDRAWAL OF A CHILD FROM THE PROGRAM

Suspension or withdrawal requires PRIOR approval from the Pre-K Manager and ultimately the Tennessee Department of Education. Once a child has been enrolled, he or she cannot be dismissed or suspended from the Pre-K program unless it is determined that he or she is:

• Causing harm to himself or herself or others
• Chronically tardy or absent from the program
• Chronically disruptive
• Involves three (3) or more incidents of aggression (fighting, bullying, or threatening use of weapon that could cause serious injury), significant property damage or destruction, theft, or repeated violations of rules or right(s) of others
• Not enrolled in extended day program and is continually picked up late.

This determination can be made through information collected including; interventions to help the child benefit from the program, documentation of ongoing involvement of parents, and/or other support resources. Parents must be notified of potential dismissal of the child from the program via written warnings. Dismissal of a child from the program is the last step taken after all other attempts to help the child has been exhausted. A student withdrawal form must be completed and submitted to the Early Childhood office no later than three days after the withdrawal.

DISMISSAL/DISENROLLMENT PROCEDURES

Submit the following information to the Pre-K Department prior to dismissal/disenrollment:

• Reason(s) why dismissal/disenrollment is being requested
• Attempted interventions used to help the child to benefit from the program, including suspension information
• Documentation of written correspondence and meeting notes showing ongoing involvement with the parents
• Behavioral and instructional observation of the child that support the reasons for requested dismissal/disenrollment
• Consultation with the Pre-K administrative staff, results of application of suggested interventions, and status of special education referral, if applicable

The Pre-K administrative staff and ultimately the Tennessee Department of Education shall make decisions about dismissal/disenrollment after a review of all requested documentation.

DISCIPLINE POLICY

Between the start of preschool and graduation from high school, a child will spend more than 16,000 hours in school. Those hours should be safe ones for every child, and we believe that each child should expect, and contribute to, a safe and orderly school environment. The work that takes place in our schools by teachers and their students is the most important work in the world—much too important to be disrupted by disorder, distractions or dangers of any kind. Student success is our top priority. Our schools and our students must be safe for learning to occur. The following procedures are directly aligned with Shelby County Schools Student Code of Conduct and will be used in Pre-K programs across the district to maintain safe classroom environments for students and staff.

Persistent unacceptable behaviors that warrant intervention strategies and behavior incident reports include, but are not limited to, the following:

• Hitting and/or striking students or adults
• Destruction of property
• Blatant failure to follow rules
• Direct disrespect and/or defiance
• Disrespect of authority
• Throwing items to intentionally cause harm
• Aggressive behaviors, such as temper tantrums, biting, spitting, etc.
• Deliberate public toileting

A serious disciplinary action, such as those listed above, will result in a Behavior Incident Report being filed. This Behavior Incident Report Policy is inclusive of all children at the school and will be exhausted before a student is recommended for dismissal from the Pre-K program. If the staff and/or principal feels that a student is endangering the safety of themselves, other children, or staff, the Pre-K Department should be contacted to discuss possible interventions and support. The following procedures should be implemented by the Pre-K staff, to ensure the safety of all students and staff.
1ST BEHAVIOR INCIDENT REPORT - Parents/guardians and site staff will discuss the behavior to resolve the situation. Classroom intervention strategies will begin.

2ND BEHAVIOR INCIDENT REPORT – If behavior persists, parents/guardians will be contacted for a meeting to include parent/guardian, teacher and principal. The process continues should a parent/guardian refuse to attend a meeting. Continue classroom intervention strategies.

3RD BEHAVIOR INCIDENT REPORT – If behavior persists, student will be referred to the guidance counselor for a consultation/observation. Parents/guardians will be contacted for a meeting to include parent, teacher, principal, and guidance counselor. Continue classroom intervention strategies. School-wide intervention strategies, such as conflict resolution, mentoring, S-Team meetings, and parenting support techniques, will begin.

4TH BEHAVIOR INCIDENT REPORT – If behavior persists, parents/guardians will be contacted for a meeting to include the parent/guardian, teacher, principal and counselor. Write a Behavior Corrective Action Plan with input from parents, principal, pre-k advisor, guidance counselor and other staff who may have insight and suggestions for improvement. School-wide intervention strategies will continue.

5TH BEHAVIOR INCIDENT REPORT – If behavior persists, parents/guardians will be contacted for a meeting to include the parent/guardian, teacher, principal, counselor and Dept. of Ed. School-wide intervention strategies will continue. Parent/guardian will be notified in writing that the child will need to take a one-day leave of absence from the program with the next scheduled day.

6TH BEHAVIOR INCIDENT REPORT – Disruptive behavior with prior unsuccessful interventions will result in recommendation by the Shelby County Schools Pre-K Manager to the Tennessee State Department of Education to begin implementation of an exit plan. Any action that causes serious injury to children or staff or severe damage to property will result in expulsion. The principal or supervisor may notify parent/guardian by telephone or in person that alternate care will be needed immediately. The child will not be allowed to return to the program until given clearance by the Tennessee State Department of Education.

SUPPORTING DOCUMENTATION:

- Guidance Referrals
- Code of Conduct
- Behavior Plan
No employee shall use any form of corporal punishment (which includes but is not limited to paddling, striking, or hitting) as a method of discipline in the Shelby Voluntary Pre-K Program. Shelby County School Board Policy 6.313 Student Behavior must be followed.

CURRICULUM & ASSESSMENTS
The Pre-K provider shall comply with the SCUSD Pre-K curriculum, aligned with the Tennessee Early Childhood Education Early Learning Developmental Standards. The selected programs support the SCUSD Schools curricula.

TENNESSEE DEVELOPMENTAL EARLY STANDARDS were developed to provide documentation of the curriculum of developmental milestones from birth through age five based on the research about the processes, sequences and long-term consequences of early learning and development.

OPENING THE WORLD OF LEARNING is a comprehensive curriculum that covers all domains of early learning. The content of each unit is built around a carefully crafted daily routine within an activity-center day. Themes, skills, and concepts are developed through quality children's fiction and non-fiction trade books. The consistent format and features in every unit makes it easy for teachers to use and children to learn.

THE LETTER PEOPLE is the name of a children's literacy program and the television series based on that program. The term also refers to the various characters depicted in the program and television show. Elayne Reiss-Weimann and Rita Friedman originally created the concept of Letter People to teach beginning readers how to decode or sound out the consonants and vowels that form words. They embodied the basic rules of phonics into stories about these make-believe characters called Letter People.

EVERY DAY MATH provides lessons and activities to preview, review, practice, discuss critical math concepts and skills and build math understanding. It increases student engagement and motivation around mathematical concepts. This curriculum provides daily discussion opportunities to target and support learners at all levels of development and mastery.

TALKING ABOUT TOUCHING is a program that creates a safe context for discussing traffic safety, gun safety and child sexual abuse with children and provides an easy lesson format. The program is based on research showing that teaching safety rules is more effective than using a feelings-based model.
ASSESSMENTS

A plethora of assessments are used to evaluate instructional effectiveness of the Pre-K program. Throughout the year, the data derived from these assessments are used to drive instruction. The two major assessments tools that are utilized are Early Childhood Assessment and Peabody Picture Vocabulary Test-Third Edition.

EARLY CHILDHOOD ASSESSMENT is an individually administered test that evaluates the development of children as they progress through the district curriculum.

PEABODY PICTURE VOCABULARY TEST-THIRD EDITION (PPVT-III) is the leading measure of receptive vocabulary for Standard English and a screening test of verbal ability. This individually administered, norm-referenced instrument is offered in the fall and spring—for reliable testing and retesting. It serves two purposes (1) as an achievement test of receptive vocabulary attainment for Standard English; and (2) as a screening test of verbal ability.

EARLY LANGUAGE AND LITERACY CLASSROOM OBSERVATION (ELLCO) classroom assessment tool looks specifically at the language component of the early childhood classrooms. The ELLCO assessment serves as a good self-evaluation of a classroom in regards to the foundations of language and literacy skills.

EARLY CHILDHOOD ENVIRONMENT RATING SCALE (ECERS) assessment tool is designed to provide for both research and program improvement. It targets space and furnishing, personal care routines, language reasoning, activities, interaction, program structure, and parents and staff.

The effectiveness of the Pre-K program is also determined by examining the KINDERGARTEN READINESS INSTRUMENT (KRI). The KRI data is analyzed to examine the effectiveness of the SCS Pre-K experience to ascertain kindergarten school readiness. The long-term effect of Pre-K rich experience is further sustained through the Pre-K -3 continuum. The Pre-K continuum is the alignment of the curriculum and instruction so that teachers in different classroom share basic assumptions about what constitutes effective instruction. Each grade builds on what came before and anticipates what comes next.

All student assessments shall be used to inform and guide instruction, as well as interventions. The Early Childhood staff will assist teachers in interpreting the data.
PROFESSIONAL DEVELOPMENT TO GUIDE STUDENT AND PROGRAM IMPROVEMENTS

All Pre-K staff shall participate in district approved professional development opportunities, which may be inclusive of internal or external online courses, conferences, and workshops; job-embedded training; and credit(s) earned at an accredited post secondary institution. The development and demonstration of knowledge and skills gained in such professional development should be transferrable and remain relevant over time.

PERFORMANCE EVALUATION

Teachers will be evaluated using the TEM 3.0 model teacher evaluation.

TEM 3.0 measures individual student growth and improvement rather than comparing student performance to a universal standard of achievement. Initially, this evaluation measure will be based on the Tennessee Value Added Assessment System (TVAAS) data for core subjects, and then augmented with data for non-core grades and subjects. Additionally, it will include student achievement data, to be selected jointly by individual teachers and their principals.

SCS is field-testing knowledge measurements for determining what teachers know and understand in their particular subject areas and their pedagogy for teaching the content.

Teachers make huge contributions to our youth every day. They inspire students to learn and challenge them to continuously grow in knowledge. Teachers deserve that same commitment. Through the district’s push to increase effective teaching, teachers will receive the support and development opportunities they need to evolve professionally.

The Teacher Effectiveness Measure (TEM 3.0) relies on a diverse set of criteria for evaluating teachers. It was developed by a working group comprised of teachers, principals, administrators, education experts, and stakeholders, and, is unique in its holistic approach to performance management.

TEM 3.0 benefits teachers by providing teachers:

- Greater opportunities to directly impact their own evaluations with the inclusion of information from three additional areas of consideration
- Immediate feedback and coaching from evaluators
- Professional development and support aligned to performance indicators
- Reward and recognition opportunities tied to performance
LESSON PLANS

Lesson plans should be completed weekly and made available to Early Childhood staff upon request. Written lesson plans containing specific instructional activities are required for a minimum of 5.5 hours per day. These plans should be based on the curriculum a TN Early Childhood Early Learning and Development Standards and include educational experiences in the areas of language/literacy, math, science, social studies, creative (music, art, and drama), social and emotional, and physical development. A corresponding learning goal should be included on the lesson plan with each of the planned activities. The remaining 1.5 hours of the instructional day, consisting of meals, rest time and/or outside play, should be posted in a prominent place inside the classroom.

RECORD KEEPING

Current year records must be maintained at the Pre-K site for a minimum of five years. Updated records should be made available to supervisors, administrators, state monitors, Department of Health officials, and/or any entities requiring legal access to files. Teachers will receive an Early Childhood tentative schedule at the beginning of the school year for timely submission of files to the Early Childhood office. Files should be separate and include the following:

STUDENT FILES

- Pre-K Screening Application
- Enrollment Form
- Certified birth certificate (copy)
- Proof of social security number (copy of card)
- Current Physical & Immunizations TN school form
- Parent Permission Form
- Withdrawal Form (if applicable)
- Assessment information
- Early Childhood progress reports
- Parent orientation and conference documentation
- Any additional student information deemed necessary by school site

CLASSROOM MANAGEMENT FILE

- Coded Printout
- Enrollment Class Roster
- Parent Meeting Agendas

8/13/2013 Pre-K Operational Procedure 13
• Parent Sign-In Sheets
• Daily Schedule
• Monthly Reports
• Transition Plan
• Lesson Plans
• Receipts and other financial records supporting expenses charged to Pre-K program
• Teacher license documentation
• Furniture and Equipment inventory form
• Attendance
• Field Trip Schedule
• Accident Log

Pre-K teachers shall maintain and update a portfolio for each child in the Pre-K program. The portfolio is a purposeful collection of student work samples and other documentation of performance collected over time to show the student’s effort, progress, and achievements. The portfolio includes selected work samples as well as observation documentation, including but not limited to anecdotal notes, notes, audio or videotapes, and photographs. Current year records and student work portfolios should be maintained at the Pre-K site.

DELIVERY OF SERVICES

STAFFING

Each Pre-K site shall provide sufficient qualified staff. The adult to child ratio should be 1:10 for four-years-olds at all times except for scheduled nap times. Naptime ratios are 1:20 for four years old. The maximum class size is 20 children.

Each Pre-K classroom shall be staffed by a teacher who is state licensed and endorsed for Early Childhood Education or who is teaching under an approved alternative licensure (Alternative License a Type I or Type II, Alternative License C, or Alternative License E).

Teachers who are teaching on an alternative license or waiver must complete six semester hours of college credit courses during each year of service until teacher licensure in early childhood education is achieved.

Teacher assistants should hold at least a CDA or Associate Degree in Early Childhood or be actively working toward these credentials. If no person is available who holds these credentials, then a high school diploma and relevant experience in early childhood education is acceptable for employment. However, teacher assistants who do not hold any credentials in early childhood education will be required to work towards a CDA or college courses leading to either an Associate Degree or a four-year degree in early childhood education.
Teacher and teacher assistant vacancies must be reported to the Early Childhood office within 5 working days. Positions must be filed within 20 days.

ORIENTATION

- Pre-K staff shall provide orientation to directors and principals prior to the first day of school.
- Parent orientation shall be provided within 20 working days of the beginning of Pre-K services for children. Parents will receive written information concerning pertinent information, such as program policies and procedures, teacher, parent and child expectations, etc.

  Documentation of all orientation sessions should be kept in on-site program files.

CRIMINAL BACKGROUND CHECKS

Criminal background checks are also required of substitute teachers, parents, and volunteers.

Volunteer parents must not be left in the classroom unsupervised by classroom personnel.

LICENSING

The facility shall meet the licensing requirements of the appropriate licensing agencies. At a minimum, the license shall cover the 5.5-hour instructional program. Documentation should be provided to the Pre-K office upon request.

SUBSTITUTES

In the event of a teacher or teacher assistant absence, the Pre-K Principal/Director provider shall ensure that a substitute is present and working in the Pre-K classroom. For any extended absences (three days or longer) that a lead teacher and/or teacher assistant is absent, whether due to illness, required training, personal leave, etc., the director or principal must notify the Pre-K office.

REST TIME

To maximize instructional activities, rest time must not exceed one hour per day except when necessary to address specific needs of individual children. Children who do not rest should be given quiet activities such as books and puzzles. All children shall have a covering (sheet) on their individual rest equipment (mat or cot) as well as a covering (blanket) for themselves. During the scheduled rest or sleeping period, a ratio of one adult providing direct supervision to 20 children is acceptable.
TOILET TRAINING
Ideally, children should be potty trained when they enter the program. However, children cannot be denied enrollment into the program if they are not potty trained. Teachers and teacher assistants should keep the following in mind as they are assisting children with toilet training:

- Is there any physical or medical reason the child might have which results in difficulty learning toileting skills?
- Does the child know how to communicate the need to go to the toilet in some recognizable way?
- Has the child learned how to unfasten/unzip and pull down/pull up pants or underwear?
- What ways can clothing be modified to make this easier?
- What needs to be done to ensure that toileting experiences are consistent in each environment throughout the child’s day?

PROGRAM/STAFF HOURS
Pre-K day should consist of 5.5 instruction hours, meals, snacks and rest. Instructional time shall begin no earlier than 7:30 a.m. with hours of operation as described in the original approved application. The lead teacher and teacher assistant eight-hour day should use activities such as parent conferences, meetings, with administrators, instructional planning, etc. Using Pre-K staff during the 7.5 hour Pre-K day to supervise children not enrolled in the Pre-K Collaborative Program is unacceptable.

EXTENDED DAY (BEFORE AND AFTER SCHOOL CARE)
The Voluntary Pre-K does not require or provide extended day services. Extended day services for Pre-K children may be provided at the parents’ expense and choice. Fees for all Pre-K children participating in extended day services should be reasonable.

NUTRITION AND MEALS
All children will be provided a nutritious breakfast, lunch and snacks. Schedule and menu must be posted.

TRANSPORTATION
The Voluntary Pre-K program does not provide transportation and VPK funds may not be used for transportation with the exception of field trips. Note: Field trips are considered part of the instructional program and are not considered transportation for purposes of reporting of funding.
SCHOOL UNIFORMS
Schools may require school uniforms. However, eligible children cannot be denied access to the Pre-K program for failure to meet the request.

TRANSITIONS
Staff at each Pre-K site will implement a transition plan to introduce each child and family to the Pre-K program.

At the completion of the Pre-K program, staff at each Pre-K site will implement a transition plan to enhance promotion and smooth transition for each child and family into the kindergarten setting.

GRADUATION
Shelby County Schools do not recommend “graduation” for four-year-old children as an appropriate activity. Shelby County Schools believes that transitioning from Pre-K to Kindergarten marks the beginning of the child’s formal school experience, not the ending. More appropriate activities, include, but are not limited to a field day, an open house, family/child picnic, program, etc. Graduation ceremonies or other end of the year programs and practice for such should not be conducted during instructional time. Pre-K funds may not be used for any type of “graduation activities”.

FAMILY ENGAGEMENT
At each Pre-K site, staff will provide a family engagement component that includes, but is not limited to, family consultation, parenting skills training, teacher/parent conferences, and opportunities for parents/ family members to volunteer in the program component. These services may be provided through a collaborative effort with other local agencies serving children and families. Staff at each Pre-K site will conduct teacher/parent or teacher/family conferences regarding each child at least twice yearly.

OTHER PROGRAM COMPONENTS
Lunch, snacks, and supervised outdoor play are part of the Pre-K program. No part of the Pre-K day may be religious in nature. A “moment of silence” is acceptable.

SUPPORT SERVICES
OBJECTIVES
Support services are a virtual component to the success of the Pre-K program. The following objectives should serve as a guide for activities Pre-K providers should provide to all Pre-K children and their families:
SUPPORT SERVICES

- Services that will be coordinated for children and their families by Pre-K providers include:
  - Health
  - Child Development
  - Community Resources, upon request
  - Kindergarten Transition Activities
  - Department of Exceptional Children (DEC)
  - Health- No child should exit the Pre-K program with an undetected condition that could hinder his/her ability to learn. Any child with identified needs will be referred to the proper source or agency for access to and coordination of services.
  - Documentation of referrals will be kept on site.
  - Child Development-Family knowledge of the child’s development and involvement in their educational experience will be enhanced through a variety of informational seminars, volunteer opportunities at the center/school, parent/center conferences, etc. Families are encouraged to read to their children daily and complete activities with their children.
  - Community Resources-Upon request, families will be provided information about community resources such as GED and help in obtaining extended day services, etc.
  - Kindergarten Readiness Initiative- Help will be provided to obtain all necessary documentation and health related requirements form Kindergarten registration before the end of the Pre-K school year.

EXCEPTIONAL CHILDREN

A child who is eligible for the Pre-K program and is identified for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to the Pre-K program. The child’s Individualized Educational Program (IEP) determines appropriate special education and related services.

Any child suspected of having a disability should be referred to Exceptional Children.
PROGRAM FEES

EXTRACURRICULAR ACTIVITIES
Families will choose whether or not to participate in “extracurricular activities” such as school photographs, T-shirts, etc. Families may be charged fees for these extracurricular activities.

- Community Partners
- The Voluntary Pre-K program will supply supplies and materials. Parents are not required to supply.

FEE STRUCTURE
Written documentation explaining the fee structure for non Pre-K program days (holidays, vacation times), transportation (optional), and/or food services shall be given to each family. Copies of this documentation should be kept on file. Shelby County Schools may request copies of individual Pre-K provider fee structure policies. While not required, it is recommended that providers explain and have parents sign a statement that they understand charges for non-Pre-K program days.
GENERAL PROGRAM OPERATIONS AND SERVICES

PURPOSE
The Community Pre-K Partners, in accordance with the state-approved grant proposal, will create early childhood education programs for “at risk” four-year-old children. The early childhood education program will provide quality early childhood education services in accordance with the Tennessee Early Childhood Education Plan as adopted by the State Board of Education and stated in T.C.A. Section 49-6-101.

HOURS OF SERVICE
Pre-K Partners have the option of extending the hours, both before and after the instructional services for an additional fee. The instructional component of the Pre-K program shall not begin before 7:30 a.m. It shall include a minimum of 5.5 hours of instruction and 1 hour of naptime. Pre-K Partners have the option of extending the hours, both before and after the instructional services.

PROGRAM/ STAFF HOURS
Pre-K day should consist of 5.5 instruction hours, meals, snacks and rest. Instructional time shall begin no earlier than 7:30 a.m. with hours of operation as described in the original approved application. The lead teacher and teacher assistant eight hour day should use activities such as parent conferences, meetings, with administrators, instructional planning, etc. Using Pre-K staff during the 7.5 hour Pre-K day to supervise children not enrolled in the Pre-K Collaborative Program is unacceptable.

TRANSPORTATION
Transportation services are optional and may be provided for any Pre-K children at the discretion of the Pre-K providers.
NUTRITION AND MEALS
Pre-K providers who participate in the Child and Adult Care Food Program (CACFP) may not charge additional fees for food (breakfast, lunch or snacks) for any child of whom CACFP reimbursement is received. Children may not bring their own meals, unless there is a documented medical excuse, in order to stay in USDA compliance.

SCHOOL UNIFORMS
Although recommended, the purchase of school uniforms cannot be required for participating in the Community Partners Pre-K Program.

PERSONNEL AND TECHNICAL ASSISTANCE

CRIMINAL BACKGROUND CHECKS
All Pre-K program personnel in licensed childcare learning centers must have completed a satisfactory criminal background check with documentation on file with the Pre-K provider. Providers must forward a copy of approval or the criminal background applications to the Shelby County Schools Board thirty (30) days after the program begins or the teacher(s) are hired.

EMPLOYEES
All Pre-K partner personnel are employees of the Pre-K provider, not Shelby County Schools or the state of Tennessee.

SALARIES
Pre-K partners are not required to follow the Shelby County Schools Salary Schedule. Shelby County Schools cannot establish a minimum salary for a Pre-K Provider. Community Partners are independent contractors who may not have the same salary grade as Shelby County School teachers.

TRAINING
To maintain quality standards, annual training is required for all staff directly associated with the Pre-K program. The Early Childhood staff will verify documentation of staff attendance at training sessions. Failure of providers and their staff to participate in required training during the school year will place their program in noncompliance and may jeopardize future funding.

All levels of administrative, teaching, and support staff listed below are required to attend the Shelby Voluntary Pre-K training:

- Center Directors
- Lead Teachers
- Assistant Teachers

The Pre-K Provider shall ensure that Pre-K funds are used to pay for substitutes and costs associated with staff travel (lodging and meals in conjunction with overnight travel, mileage, parking, etc.) to all required training sessions. In addition, Pre-K
providers shall reimburse staff for salaries/hourly wages and expenses incurred while attending required Pre-K training sessions.

CURRICULUM AND ASSESSMENTS

The Pre-K provider shall use the selected Curriculum and Assessments of Shelby County Schools.

TECHNICAL ASSISTANCE

Shelby County Schools will work closely with providers throughout the year and are available for consultation purposes regarding questions about the program, concerns, professional developments, maintaining enrollment, approval of equipment/materials/supplies request, needs, etc.

Shelby County Schools Pre-K staff shall make announced an unannounced visit throughout the year to monitor and evaluate program progress.

PROBATION PROCESS

Probation warns a provider of the possibility of funding loss due to program quality issues of failure to follow Pre-K Scope of Services, Voluntary Pre-K Program Operating Guidelines, and the Pre-K Program Assurances. Programs on probation may be terminated if non-compliance issues are not resolved in a timely manner as described by the Pre-K office. Contracts will not be offered to sites on probation, and executed contracts will be held for sites on probation. The Pre-K office will determine length of probation.

Reasons for probation:

- Disenrollment or extended suspension of child without prior approval
- Failure to correct on-going issues of quality
- Multiple instances of failing to follow specific guidelines
- Lack of credentialed lead teacher
- Inappropriate staff
- Failure to submit mandatory reports by due date
- Non-compliance with use of the Pre-K assessments & curriculum
- Failure to comply with Shelby County Schools Pre-K contract, operational guidelines, and all exhibits.
CONTRACT NOTIFICATION AND INITIAL BUDGETS

AWARDING OF CONTRACTS
Contracts will be awarded to Pre-K providers through a competitive process, subject to funding availability.

NOTIFICATION AND CONTRACT AWARDS
• All approved programs receive written notification of approval
• Notification will include an amount of contracted funding

CONTRACT SIGNATORY
The legal signatory for the program entity must sign the contract.
SECTION THREE: SHELBY COUNTY HEAD START COLLABORATION

Shelby County Head Start, in collaboration with Shelby County Schools, has developed a program that promotes school readiness by enhancing the social, cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. Head Start will serve as a funding source, wrap around service provider and operational support system.

Shelby County Head Start Program recruits participants from center community recruiting the children who are deemed as being most in need due to poverty, lack of academic skills (GED, HS diploma, ELL & Etc.) and childcare. Parents are recruited for the program if they have children 4 years of age who are in need of preschool foundational skills. Recruited participants qualifying for this program will be served based upon income as follows:

DEPARTMENT OF EDUCATION FORMS

THE FOLLOWING ATTACHMENTS ARE FORMS REQUIRED FOR COMPLETION BY THE STATE DEPARTMENT OF EDUCATION AND MUST BE ADHERED TO BY ALL PRE-K SITES.

SHELBY COUNTY SCHOOLS PRESCHOOL AND SCHOOL AGE CHILD CARE PROGRAM EVALUATION

Observation Guide

THINGS TO BE POSTED

CERTIFICATE (CURRENT)
SUMMARY OF CHILDCARE APPROVAL REQUIREMENTS
EMERGENCY NUMBERS POSTED
  LOCAL NUMBERS (911, local emergency room, sheriff' office, fire department)
  POISON CONTROL
  LOCAL EMERGENCY MANAGEMENT 1-901-515-2525
  DHS COMPLAINT HOTLINE – 1-800-462-8261
  CHILD ABUSE HOTLINE – 1-877-237-0004
EVACUATION PLAN / PROCEDURES
  DRILLS DOCUMENTED
  NO SMOKING SIGN POSTED
SCHEDULE

MENU

ALLERGIES and/or MED AERTS (SCS SACC Programs can place at the front of their notebook if they use a commonly used area)

FIRE INSPECTION (SCS SACC Programs, SCS Pre-K place in notebook)

HEALTH INSPECTION (SCS SACC Programs, SCS Pre-K place in notebook)

CHILD PLANT HEALTH INSPECTION (SCS SACC Programs, SCS Pre-K place in notebook)

PLAYGROUND RULES (either on playground or a door leading out to playground)

MAKE SURE SIGN IN/OUT ROSTER IS ACCESSIBLE AND ACCURATE TO THE RATIO THAT WILL BE COUNTED

THINGS TO BE PLACED IN NOTEBOOK

SCHOOL’S NAME and/or PROGRAM INFORMATION

DIRECTOR, TEACHER(S) or SITE COORDINATOR’S NAME, CONTACT NUMBER(S), EMAIL ADDRESS

MISSION AND VISION STATEMENT

COMPLETE COPY OF THE DEPARTMENT OF EDUCATION:

STANDARDS FOR INFANT/TODDLER, PRESCHOOL AND SCHOOL-AGE EXTENDED CARE PROGRAMS RULES

SIGNATURE PAGE THAT STAFF HAS READ ABOVE RULES

SUMMARY OF CHILDCARE APPROVAL REQUIREMENTS

SIGNATURE PAGES THAT PARENT(S) HAS RECEIVED A COPY (can be placed in child’s file)

CURRICULUM or TUTORING

PLAN OF ACTION/Lesson Plans (CURRENT)

CHILD ABUSE AWARENESS CURRICULUM

DOCUMENTATION OF WHAT IS TAUGHT TO THE CHILDREN

DOCUMENTATION OF WHAT IS PROVIDED TO THE PARENTS

HANDBOOK FOR PARENTS

MEDICINE LOG (BLANK COPY) actual log should be kept in the office, nurse’s station or child’s file

PLAYGROUND Maintenance plan

PLAYGROUND Supervision plan

TRANSPORTATION PLAN

FIELD TRIP PERMISSION SLIP (BLANK COPY) actual copies should be in the emergency contact folder and/or field trip notebook

ACCIDENT REPORT (BLANK COPY) actual copies should be in child’s file

TEACHER(s) and ASSISTANT(s) RECORDS: (COMPLETED Staff Record Sheets)

CPR / FIRST AID TRAINING – Copy of cards or list of staff on hallway with certification

TRAINING HOURS / IN-SERVICE

TEACHERS’ CREDENTIALS / EDUCATION

PHYSICALS (must have one every three years)
SHELBY COUNTY SCHOOLS PRE-K DEPARTMENT
PLAYGROUND AND EQUIPMENT MAINTENANCE PLAN

Name of School ____________________________________________________________

Playground / Equipment owned and operated by:
  i.e. Name of School, Name of School Gymnasium / Equipment or Shelby Park Commission

Type of Equipment Used if no Playground available:
  i.e. Pre-K tricycles, gymnasium balls, hula hoops, etc.

Accessed and Used by:
  i.e. Pre-K and School-aged children, only Pre-K, not age-appropriate for Pre-K

Condition of Recess Area:
  (Daily Playground Visual / Safety Inspection Checklist)

Plan to report damaged playground material or equipment/ unanchored climbing items
  / replenishment of resilient surface:
Name of School _____________________________

Arrival Procedures:

Departure Procedure:

Supervision Assignments:
(diagram of playground or gymnasium identifying teacher/assistant positions can be used)

Emergency Plans:
Child Injury –
Orange Alert –
Severe Weather –
Fire Alarm –
Toileting and personal care –
Other emergencies –

Communication Link:
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 0520-12-01. Childcare centers inspected by the Department of Education must meet the requirements as defined by the rules in Chapter 0520-12-01 to receive a Certificate of Approval. The unabridged School administered Child Care rules are available on the Tennessee Secretary of State website, www.tn.gov/sos, or by writing the Office of School-based Support Services, Tennessee Department of Education, 9th floor Andrew Johnson Tower, 710 James Robertson Pkwy, Nashville, Tennessee 37243-0375.

Chapter 0520-12-01 was revised to parallel Chapter 1240-4-03 except for sections of the rules specifically addressed in Title 49 of state law: school bus transportation, criminal history background reports/fingerprinting process, and restraint of children with special needs. Chapter 0520-12-01 was revised in accordance with T.C.A. §§ 49-6-2101-2107, (Transportation), T.C.A. § 49-5-413 (Criminal History Background Reports), and T.C.A. §§ 49-10-1301-1305 (Restraint of Children). A new section was added to adequately address the adolescents participating in the Lottery Afterschool Education Programs (LEAPS), T.C.A. § 49-6-707.

1. Ownership, Organization and Administration, Chapter Section 0520-12-01-.05
   • A Child Care Center must have an adequate budget. Records, including health, must be kept on all children.
   • There must be a transportation plan for each child, including the names of persons to whom the child may be released.
   • Staff records must be kept on each employee that includes 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 along with a copy this summary and offer 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 and supervision. Transportation provided by the center or under center authorization shall comply with state law.

2. Supervision, Chapter Section 0520-12-01-.06
   • 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 cannot 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

**Chart 1 - Single Age Grouping and Adult:Child Ratio Chart**

<table>
<thead>
<tr>
<th>Single-Age Grouping</th>
<th>8</th>
<th>12</th>
<th>14</th>
<th>16</th>
<th>18</th>
<th>20</th>
<th>No Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants: 6 wks. – 15 mos.</td>
<td>1:4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toddlers (12 mos. – 30 mos.)</td>
<td>1:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years (24 mos. – 35 mos.)</td>
<td>1:7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years</td>
<td>1:9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years</td>
<td></td>
<td>1:13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 years</td>
<td></td>
<td>1:16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-Age (K and 12 years)</td>
<td></td>
<td>1:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 to 18 years</td>
<td></td>
<td>1:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Chart 2 - Multi-Age Grouping and Adult:Child Ratio Chart**

<table>
<thead>
<tr>
<th>Multi-Age Grouping</th>
<th>8</th>
<th>16</th>
<th>18</th>
<th>20</th>
<th>22</th>
<th>24</th>
<th>No Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants/Toddlers: 6 wks. – 30 mos.</td>
<td>1:5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-4 years</td>
<td></td>
<td>1:8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 - 3 years (30 – 47 mos.)</td>
<td></td>
<td>1:9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 – 5 years</td>
<td></td>
<td>1:11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 – 12 years</td>
<td></td>
<td>1:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 – 5 years (includes 3 – 4 years)</td>
<td></td>
<td>1:13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 - 5 years</td>
<td></td>
<td>1:16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 - 12 years</td>
<td></td>
<td>1:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 to 18 years</td>
<td></td>
<td>1:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **Staff, Chapter Section 0520-12-01-.07**
   
   **Responsibility for Staff and General Staff Qualifications:**
   - The director shall be responsible for the day-to-day operations, including staff and program.
   - An assistant director or other staff member shall be designated to be in charge in the absence of the director and all staff shall be notified of this designation.
   - No individual with a prohibited criminal history may work, substitute or volunteer in a program.
   - 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 High School Diploma (or Department recognized equivalent), and Tennessee Early Childhood Training Alliance (TECTA) certificate for completing thirty (30) clock hours of orientation training, or the equivalent as recognized by the Department 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 clock hours in-service training each year and caregivers 12 clock hours.

4. **Equipment for Children, Chapter Section 0520-12-01-.08**
   - All indoor and outdoor equipment shall be well made, safe and kept clean.
   - There must be developmentally appropriate equipment for all age 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 without the restraint of playpens or cribs.
   - There must be enough equipment so children have choices.
   - There shall 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.
   - There shall be equipment for napping or sleeping for each preschool child who is in care for six (6) hours or more.
   - 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.

5. **Program, Chapter Section 0520-12-01-.09**
   
   **A. Schedule and Routines.**
   
   - Routines such as snacks, meals, and rest shall occur at approximately the same time each day.
   - There shall be a balance between child’s choice and adult-directed activities.
   - Other activity choices shall be available to children during television/movie viewing or computer use.
   - Parents shall be informed of movie showings and video/computer games and their ratings.
   - Computers, if used, shall be located in view of a caregiver for monitoring purposes.
   - An opportunity for outdoor play shall be extended to children of all ages who are in care more than three (3) daylight hours; when the temperature range, after adjustment for wind chill and
heat index, is between thirty-two (32) degrees and ninety-five (95) degrees Fahrenheit and not raining.
• A reclining rest period of at least one (1) hour shall be provided for all preschool children in care for six (6) hours or more.
• Each child shall be allowed to form his own patterns of sleep.

B. Behavior Management and Guidance.

• Spanking or any other type of corporal punishment is prohibited. ("Corporal punishment" is the infliction of bodily pain as a penalty for behavior of which the punisher disapproves.)
• Praise and encouragement of good behavior shall be used.
• When a child is engaging in unacceptable behavior the caregiver shall, prior to disciplining the child, first distract the child’s attention and substitute a desirable activity.
• Attention spans and skills of children shall be considered so that caregivers do not require children to engage in developmentally inappropriate behavior.
• Toilet training shall never be started until a child has been in the program long enough to feel comfortable and is able to communicate a need to use the bathroom.

C. Educational Activities

• A daily program shall provide opportunities for learning, self-expression, and participation in a variety of creative activities such as art, music, literature, dramatic play, science, and health.
• Indoor physical activities, requiring children to use both large and small muscles, shall be provided for children of each age group.
• For ages three (3) through school-age, the curriculum shall include instruction in personal safety as needed but at least once a year.

D. Nighttime Care

• If children receive night care, caretakers must provide a calm, nurturing environment and a routine hygiene plan must be in place.

6. Health and Safety, Chapter Section 0520-12-01-.10

A. Children's Health

• Children’s health records shall be maintained as directed under subchapter 0520-12-01-.05.
• Each child shall be immunized according to the current Department of Health guidelines unless exempted pursuant to subchapter 0520-12-01-.05(8). Programs serving non-school-age children shall maintain written policies for dis-enrollment of children who fail to comply with Department of Health immunization guidelines in a timely manner.
• Parents of every child enrolled shall be notified immediately if any communicable disease has been introduced into the program:
• Parents must be notified if their child is hurt and becomes ill.
• Medications must be labeled with instructions and must be kept under lock.
• Documentation of administration and side effects of any medication given must be kept.
• Smoking is not permitted in the presence of children.
• The diapering area must be appropriate, near hand washing lavatory and cleaned after each diaper change.
B. Staff Health
- Staff must have documentation that the staff person is capable of safely and appropriately providing care for children in a group setting. The documentation shall be on file within ten (10) calendar days of employment or starting to work.
- A statement of mental or emotional health shall be obtained from a psychiatrist or clinical psychologist when deemed necessary by the Department.
- Physicals are required every 3 years.

C. Safety
- There shall be a staff member present at all times who has current certification in CPR and first aid training.
- A first aid kit must be on the premises as well as a first aid chart.
- There shall be no firearms on the premises.
- Emergency telephone numbers shall be posted next to all telephones and be readily available to any staff member.
- Kitchen knives and other potentially dangerous utensils or tools shall be secured so that they are not accessible to children.

7. Food, Chapter Section 0520-12-01-.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.
- New foods shall be introduced to infants and toddlers one at a time over a five (5) to seven (7) day period with parent’s approval.
- Parents and caregivers shall work together when weaning an infant to insure consistency in the weaning process. Weaning shall be delayed until after an infant adjusts to group care.

B. Meal Service
- At mealtime, children shall be seated at appropriately sized tables and chairs, and adults shall supervise them in accordance with subsection 0520-12-01-.06(1)(d).
- Milk shall be placed immediately in the refrigerator.
- All formulas remaining in bottles after feeding shall be discarded.
- Previously opened baby food jars shall not be accepted in the center. If food is fed directly from the jar by the caregiver, the jar shall be used for only one feeding.
- Infants shall be held while being fed as long as they are unable to sit in a high chair, an infant seat, or at the table.

8. Physical Facilities, Chapter Section 0520-12-1-.12
- All facilities shall annually pass an inspection verifying compliance with all applicable state and local fire and environmental requirements.
- There shall be a working telephone in the center.
- A minimum of thirty (30) square feet of usable indoor play space shall be provided for each child.
- Outdoor play areas shall contain a minimum of fifty (50) square feet of usable play space for each child using the area at one time.

9. Care of Children with Special Needs, Chapter Section 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.
• 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.

10. After School Programs serving Adolescents Chapter Section 0520-12-01-.15
• Rules are modified to meet the appropriate developmental stages of the adolescent regarding staff ratios and supervision as well as activities appropriate for this age group.

COMPLAINT HOTLINE: (LONG DISTANCE) 1-800-462-8261
(NASHVILLE AREA) 615-313-4820
DEPARTAMENTO DE EDUCACIÓN DE TENNESSEE

Resumen De Los Requisitos Para Aprobación De Cuidados Infantiles

Éste es un resumen por secciones de las Normas para Cuidados Infantiles Administrados por la Escuela, del Consejo Estatal de Educación (State Board of Education), Capítulo 0520-12-01. Los centros para cuidados infantiles que inspecciona el Departamento de Educación deben cumplir con los requisitos que establecen las normas del Capítulo 0520-12-01 para recibir un Certificado de Aprobación. Se pueden obtener las normas completas para Cuidados Infantiles Administrados por la Escuela en el sitio web de la Secretaría del Estado de Tennessee, www.tn.gov/sos, o escribiendo a: Office of School-based Support Services, Tennessee Department of Education, 9th floor Andrew Johnson Tower, 710 James Robertson Pkwy, Nashville, Tennessee 37243-0375.

El Capítulo 0520-12-01 fue modificado para hacerlo similar al Capítulo 1240-4-03, salvo las secciones de las normas establecidas específicamente en el Título 49 de la ley estatal: transporte en autobús escolar, proceso para obtención de huellas digitales e informes de investigaciones de antecedentes penales, y sujeción de menores con necesidades especiales. El Capítulo 0520-12-01 se modificó de acuerdo con las normas del T.C.A. 49-6-2101-2107 (Transporte), 49-5-413 (Informes de investigaciones de antecedentes penales) y 49-10-1301-1305 (Sujección de menores). Se añadió una sección nueva para incluir adecuadamente a los adolescentes que participan en los Programas educativos de actividades extraescolares financiados con fondos de la Lotería (LEAPS, Lottery for Education: Afterschool Programs), norma 49-6-707 del T.C.A.

1. Propiedad, organización y administración, sección del Capítulo 0520-12-01-.05

- Un centro para cuidados infantiles debe contar con un presupuesto adecuado. Debe mantener expedientes de todos los niños, incluso acerca de la salud.
- Para cada niño, debe existir un plan de transporte que incluya los nombres de las personas a quienes se puede entregar el niño.
- Debe conservar expedientes del personal sobre cada empleado que incluyan antecedentes educativos, verificaciones de referencias, revisión del TBI (Tennessee Bureau of Investigation), capacitación en el trabajo, exámenes físicos y evaluaciones de desempeño.
- El centro debe tener su Certificado de Aprobación a la vista, y ofrecer a los padres una copia de las políticas y los procedimientos, una copia de este resumen y una visita previa a 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 acerca de la detección, denuncia y prevención del maltrato de menores.
- Si el centro ofrece transporte, el conductor debe tener la debida licencia, debe haber un seguro de responsabilidad civil y los niños deben contar con el espacio y la supervisión adecuados. El transporte proporcionado por el centro o con la autorización del mismo cumplirá con las leyes estatales.
2. Supervisión, sección del Capítulo 0520-12-01-06

- Cada grupo debe contar con la supervisión de un adulto en todo momento, y se respetará la proporción adulto-niños.
- Debe haber dos adultos cuando haya más de 12 niños presentes.
- Es necesario duplicar la proporción para las actividades de natación y las excursiones.
- Cada grupo deben contar con su propio espacio.
- Los lactantes y niños pequeños necesitan tener su propio espacio y no pueden agruparse con los niños mayores.
- A la hora de la siesta, la proporción se puede reducir en los grupos, excepto para los lactantes y niños pequeños.
- El centro debe mantener los requisitos mínimos de personal por grupo de niños (proporción adulto-niños).
- **En las tablas de proporción, consulte la proporción adulto-niños específica para cada grupo de edades.**

<table>
<thead>
<tr>
<th>Tabla 1: Grupos de una sola edad y proporción adulto-niños</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamaño máximo del grupo y proporciones adulto-niños</td>
</tr>
<tr>
<td><strong>Grup de una sola edad</strong></td>
</tr>
<tr>
<td>Lactantes: de 6 semanas a 15 meses</td>
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<tr>
<td>Niños pequeños (de 12 meses a 30 meses)</td>
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<tr>
<td>2 años (de 24 meses a 35 meses)</td>
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<tr>
<td>3 años</td>
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<td>4 años</td>
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<tr>
<td>5 años</td>
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<tr>
<td>Edad escolar (jardín de niños a 12 años)</td>
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<tr>
<td>De 13 a 18 años</td>
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</tbody>
</table>
2. **Tabla 2: Grupos de varias edades y proporción adulto-niños**

<table>
<thead>
<tr>
<th>Grupo de varias edades</th>
<th>8</th>
<th>16</th>
<th>18</th>
<th>20</th>
<th>22</th>
<th>24</th>
<th>Sin máximo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lactantes y niños pequeños: de 6 semanas a 30 meses</td>
<td>1:5</td>
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<tr>
<td>De 2 a 4 años</td>
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<td>1:8</td>
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<tr>
<td>De 2.5 a 3 años</td>
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<td>1:9</td>
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<tr>
<td>(De 30 a 47 meses)</td>
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<tr>
<td>De 2 a 4 años</td>
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<tr>
<td>De 2.5 a 5 años</td>
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<td>1:1</td>
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<tr>
<td>De 2.5 a 12 años</td>
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<td>1:1</td>
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<tr>
<td>De 3 a 5 años</td>
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<td>1:3</td>
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<tr>
<td>(incluye de 3 a 4 años)</td>
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<td>De 4 a 5 años</td>
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<td>1:6</td>
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<tr>
<td>De 5 a 12 años</td>
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<tr>
<td>13 a 18 años</td>
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3. **Personal, sección del Capítulo 0520-12-01-.07**

**Responsabilidad y cualificaciones del personal en general:**

- El director será responsable de las operaciones cotidianas, lo que incluye tanto el personal como el programa.
- En caso de ausencia del director, el director asistente u otro miembro del personal asumirá la responsabilidad, y se notificará a todo el personal de esta designación.
- Ninguna persona con antecedentes penales prohibidos puede trabajar, hacer un reemplazo o ser voluntario en un programa.
- El personal debe conocer el comportamiento y el desarrollo de los niños.
- El personal debe ser física, mental y emocionalmente estable.
- Todos los empleados nuevos deben recibir orientación y capacitación acerca de la prevención del maltrato infantil antes de trabajar con los niños.
- El director debe tener diploma de enseñanza media (o un diploma equivalente reconocido por el Departamento) y un certificado emitido por la Alianza para la Capacitación de la Primera Infancia de Tennessee (TECTA, Tennessee Early Childhood Training Alliance) por haber completado treinta (30) horas de orientación, o la capacitación equivalente reconocida por el Departamento, además de cuatro (4) años de experiencia laboral con niños.
- Todos los responsables de cuidados deben tener al menos 18 años de edad, y un responsable de cuidados de cada grupo debe contar con diploma de enseñanza media.
- Los directores deben recibir 18 horas de capacitación en el trabajo cada año, y los responsables de cuidados, 12 horas.
4. Equipo para menores, sección del Capítulo 0520-12-01-.08

- Todo el equipo para interiores y al aire libre estará bien fabricado, será seguro y se conservará limpio.
- El equipo debe ser variado y apropiado para la etapa de desarrollo correspondiente a todos los grupos de edades.
- Los niños deben contar con un lugar para sus pertenencias.
- Las piezas grandes de equipo deben estar fijas.
- Los lactantes deben tener un espacio para trepar, gatear y pararse, sin la restricción de un corralito o una cuna.
- El centro debe proporcionar suficiente equipo para que los niños tengan alternativas.
- Habrá un área de juegos al aire libre cuando los niños están al cuidado por tres (3) horas o más al día.
- El centro debe ofrecer a los niños hasta de cinco (5) años de edad la oportunidad de dormir una siesta, si están al cuidado por seis (6) horas o más.
- El centro tendrá equipo disponible para que cada niño en edad preescolar y que reciba cuidado por seis (6) horas o más pueda acostarse para una siesta o para dormir.
- Para los niños que duermen la siesta, el centro debe proporcionar catres o colchonetas de 2 pulgadas de espesor, y cada niño debe tener dos cubiertas: una para acostarse sobre ella y otra para taparlo.
- Los lactantes deben tener cunas individuales con la parte superior descubierta.

5. Programa, sección del Capítulo 0520-12-01-.09

A. Horario y rutinas

- Las rutinas tales como bocadillos, alimentos y descansos se llevarán a cabo aproximadamente a la misma hora todos los días.
- Se establecerá un equilibrio entre las preferencias del niño y las actividades dirigidas por los adultos.
- Los niños tendrán otras actividades alternativas en los momentos de ver televisión o películas o de usar la computadora.
- Se informará a los padres de las películas, y de los juegos de computadora o video que se ofrezcan, y de la clasificación de cada uno.
- Las computadoras, si se usan, estarán ubicadas a la vista del responsable de cuidados para que pueda supervisar las actividades.
- Los menores de todas las edades que están al cuidado por más de tres (3) horas durante el día tendrán la oportunidad de jugar al aire libre cuando no llueva y la temperatura sea entre los treinta y dos (32) y los noventa y cinco (95) grados Fahrenheit (entre 0°C y 35°C), después del ajuste por sensación térmica e índice de calor.
- Se proporcionará un período de descanso en posición reclinada de al menos una (1) hora a todos los menores en edad preescolar que están al cuidado por seis (6) horas o más.
- Se permitirá que cada niño establezca su propia rutina para dormir.

B. Control y guía del comportamiento

- Se prohíbe dar nalgadas a los menores o aplicar cualquier otro tipo de castigo corporal. (“Castigo corporal” es la imposición de dolor físico como sanción por un comportamiento desaprobado por quien castiga.)
- El buen comportamiento será elogiado y alentado.
• Cuando el menor se comporte de manera inaceptable, antes de que el responsable de su cuidado proceda a disciplinarlo, intentará distraer su atención y derivarla a otra actividad.
• Se tomarán en cuenta la capacidad de atención y las habilidades de los niños para evitar que los responsables de cuidados les exijan un comportamiento inadecuado para su etapa de desarrollo.
• El entrenamiento para el uso del inodoro no comenzará nunca hasta que el niño haya estado suficiente tiempo en el programa como para sentirse cómodo y poder comunicar su necesidad de ir al baño.

C. Actividades educativas
• El programa diario ofrecerá oportunidades para aprender, expresarse y participar en una variedad de actividades creativas, como arte, música, literatura, teatro, ciencia y salud.
• Se organizarán actividades físicas en el interior de las instalaciones para que los niños de cada grupo de edad ejerciten los músculos grandes y pequeños.
• Para los niños a partir de los tres (3) años y durante la edad escolar, el plan de estudios incluirá enseñanza sobre seguridad personal según sea necesaria, pero al menos una vez al año.

D. Cuidado nocturno
• Si el centro cuida de los niños durante la noche, los responsables de cuidados deben proporcionar un ambiente propicio y tranquilo, y se debe establecer un plan para la higiene de rutina.

6. Salud y seguridad, sección del Capítulo 0520-12-01-.10

A. Salud infantil
• Los expedientes médicos de los menores se conservarán según lo establecido en el subcapítulo 0520-12-01-.05.
• Todos los menores recibirá las vacunas que indiquen las pautas del Departamento de Salud (Department of Health), a menos que estén exentos de conformidad con el subcapítulo 0520-12-01-.05(8). Los programas para niños que no están en edad escolar tendrán políticas escritas sobre la cancelación de inscripción de los menores que no cumplan oportunamente con las pautas de vacunación del Departamento de Salud.
• Los padres de todos los menores inscritos serán notificados de inmediato acerca de cualquier enfermedad contagiosa que se presente en el programa.
• El centro debe notificar a los padres si el niño se lastima y se enferma.
• Los medicamentos deben tener una etiqueta con la marca e instrucciones, y conservarse bajo llave.
• Se debe conservar la documentación acerca de la administración y los efectos secundarios de todos los medicamentos.
• Se prohíbe fumar en presencia de los niños.
• El área para cambiar pañales debe ser adecuada, contar con un lavabo cercano y limpiarse después de cada cambio de pañal.

B. Salud del personal
• El personal debe contar con documentación que compruebe que son personas capaces de proporcionar cuidados infantiles de manera apropiada y segura en un entorno de grupo. Esta documentación estará en el expediente en los primeros diez (10) días de haber obtenido el empleo o de haber comenzado a trabajar.
• Cuando el Departamento lo considere necesario, se obtendrá la declaración de un psiquiatra o psicólogo clínico acerca de la salud mental o emocional.
• Se exige que los exámenes médicos se repitan cada tres (3) años.
C. Seguridad

- En todo momento, estará presente un miembro del personal que tenga certificación vigente de capacitación en primeros auxilios y reanimación cardiopulmonar (RCP).
- El centro debe contar con un botiquín de primeros auxilios, y con un cartel con instrucciones de primeros auxilios.
- No habrá armas de fuego en el centro.
- Los números de teléfono para una emergencia estarán a la vista cerca de todos los teléfonos, y todo el personal tendrá acceso inmediato a ellos.
- Los cuchillos de cocina y demás utensilios o herramientas potencialmente peligrosos se guardarán lejos del alcance de los niños.

7. Alimentos, sección del Capítulo 0520-12-01-.11

A. Requisitos de nutrición

- Los niños recibirán alimentos y bocadillos según el tiempo que pasan en el programa.
- Los menús deben estar a la vista.
- Al planificar el menú, el centro debe tomar en consideración los requisitos de alimentación diaria.
- Las dietas e instrucciones especiales deben presentarse por escrito.
- Los alimentos nuevos se presentarán uno a la vez a los lactantes y niños pequeños en un período de cinco (5) a siete (7) días con la aprobación de la madre o el padre.
- Los padres y responsables de cuidados colaborarán para asegurarse de que el destete del lactante sea un proceso uniforme. El destete se demorará hasta que el niño se adapte a los cuidados en grupo.

B. Servicio de alimentos

- A la hora de las comidas, los niños contarán con mesas y sillas de tamaño adecuado, y los adultos los supervisarán de acuerdo con la subsección 0520-12-01-.06(1)(d).
- La leche se guardará de inmediato en el refrigerador.
- Después de alimentar al niño, se desechará toda la leche de fórmula que quede en el biberón.
- No se aceptarán en el centro frascos de comida para bebé abiertos previamente. Si el responsable de cuidados alimenta al bebé directamente del frasco, usará ese frasco para una sola comida.
- Se sostendrá en brazos al lactante mientras es alimentado hasta que el niño pueda sentarse en una silla alta, en un asiento para bebés o a la mesa.

8. Instalaciones físicas, sección del Capítulo 0520-12-1-.12

- Se realizará una inspección anual de todas las instalaciones para verificar que cumplan con todos los requisitos locales y estatales pertinentes de prevención de incendios y de cuidado del medio ambiente.
- Los centros tendrán un teléfono que funcione.
- Los centros contarán con un mínimo de 30 pies cuadrados (2.8 m²) de espacio de juego interior útil por niño.
- Las áreas de juego al aire libre tendrán con un mínimo de 50 pies cuadrados (4.7 m²) de espacio de juego útil por cada niño que se encuentre ahí en un determinado momento.

9. Cuidado de niños con necesidades especiales, sección del Capítulo 0520-12-01-.14

- Cuando se inscriben niños con necesidades especiales, se realizarán todos los intentos adecuados y razonables para brindarles las mismas oportunidades que tienen sus compañeros de participar en las mismas actividades del programa.
- Se harán las adaptaciones del entorno que permitan normalizar el estilo de vida del niño discapacitado, para que llegue ser independiente y desarrolle habilidades de ayuda propia.
• El programa informará a los padres de todo servicio especializado que ofrezca el mismo programa, y de cualquier otro servicio especializado que ofrezcan terceros, si se conoce esta información.

• El organismo de gobierno establecerá políticas y procedimientos, de acuerdo con 0520-01-09-.23, que regulen al personal autorizado para usar el aislamiento y la restricción, los requisitos de capacitación y los procedimientos para informar de incidentes.

10. Programas de actividades extraescolares para adolescentes, sección del Capítulo 0520-12-01-.15

• Las normas se modifican según las etapas de desarrollo del adolescente relativas a la supervisión y las proporciones del personal, y de acuerdo con las actividades adecuadas para este grupo de edad.

LÍNEA DIRECTA PARA QUEJAS: (LARGA DISTANCIA) 1-800-462-8261

(ZONA DE NASHVILLE) 615–313-4820
Emergency Phone Numbers
IN CASE OF EMERGENCY, DIAL 911

Hospital

Fire Department

Police Department

Poison Control 1-800-222-1222

Local Emergency Management 901-515-2525

DHS Complaint Hotline 1-800-462-8267

Child Abuse Hotline 1-887-237-0004