



TLC Daycare
Family Handbook
Guidelines for Quality Care
Updated June 2021



TLC Daycare

Brookside Location

Located on the north side of the Bellmore/Merrick Central SD Building.
1260 Meadowbrook Rd, Merrick, NY 11566
516-442-4910

Merrick Avenue Location

Located in a self-contained building in the heart of Merrick.
1731 Merrick Ave, Merrick, NY 11566
516-378-3890

For immediate assistance please call our Director
Francina Cerrone at 516-659-2247.

Email: tlcmerrick@verizon.net
Website: www.tlcmerrick.com

Mission

The mission of the program is to provide experiential and culturally sensitive programs, curricula, and activities that foster the growth and development of moral and intellectual autonomy, within an environment that values diversity and peace.

Respect

TLC respects every individual. The TLC employee is honest, flexible, accommodating and inclusive in their decision. We are committed to a high level of professionalism.

Communication

TLC employees strive to create an environment of open communication with a willingness to listen with integrity. Each and every individual is encouraged to express his/her opinions and ideas according to the age of the children

Children

TLC encourages its children to drive towards individuality. We consistently evaluate and strive for the most developmentally appropriate practice, which encourages exploration and growth in a home-like, nurturing environment.

Teamwork

TLC employees are team members that recognize that teamwork is essential. He/she develops partnerships with parents, faculty, children, and clients in achieving our mission and in meeting their needs.

Quality

TLC delivers outstanding quality service through innovation, creativity and sound business practice.

Features

Innovative Experiential Curricula
Certified and Trained Faculty
Extended Hours for Working Families
Year Round Programs
Meals Supplies

Faculty

All staff are qualified in the field of early childhood with either a Child Development Associate Credential, Associate degree or higher in early childhood and are required to completed 30 hours of training that is specific to the field every two years. All staff members are fingerprinted and a criminal background check is completed by New York State Clearance Registry and Justice Center for the Protection of Persons with Special Needs.

All staff are required to undergo a physical examination which includes a Tuberculin Skin Testing.

Admission Procedures

All new students are accepted on a conditional basis for the first two weeks. During this time parents and teachers will discuss the child's adjustment and progress in the program. However, each child may be evaluated on an individual basis which can change the trial time period.

Tuition Fees

There is a non-refundable one time application fee for new students. Registration fees are paid once for all new students. Tuition is paid monthly, in advance and is due by the 1st OR 1st and 15th.

Hours of Operation

TLC is open from 7:00am to 6:00pm for our Brookside location and 7:00am to 6:15pm for our Merrick Avenue location, Monday through Friday.

Late Pick Up

All children must be picked up at their designated time. A late fee will be charged for any child picked up later than 15 minutes. There will be a charge of \$10.00 per every 15 minutes that you are late.

Vacations and Holiday

TLC will be closed for the following holidays:

New Year's Day

Martin Luther King Birthday

President's Day

Columbus Day

Good Friday

Memorial Day

Independence Day

Labor Day

Veterans Day

Thanksgiving Day

Christmas Day

Please see our website for the most up-to-date calendar.

Unscheduled Closings

We will make all reasonable attempts to contact you if we are to close for any unforeseen reasons. In regards to snow closings and delays, we follow the North Merrick School District. Our snow closings and delays will be sent to parents by text and email as soon as a decision is made. Please be sure to register for emails and text alerts. Please feel free to check News 12 Long Island for the North Merrick School District closings.

Personal Possessions

Please label all of your child's possessions. Your child must have a change of clothes, diapers and wipes, bottles, formula, diaper bag, book bag, tote bag as necessary to meet the Health and Safety needs of each child. Book bags or tote bags will enable your child to take his or her work home and communication between program and parent will be inserted in the bag. In the summer months, we require your child have an extra change of clothes, bathing suit, towel, sunscreen, sneakers, bug spray and water shoes for outdoor play.

Toys

It is our policy that children's personal toys are not brought to the program. Please note any type of violent toys are not permitted in the daycare setting.

Philosophy of the Program

The program's philosophy of education is based on constructivist models of education, and embodies the following principles:

- The developmental level of the learner must be respected
- All students and teachers can learn
- Focusing on the strengths must come first when looking at the learner
- Teachers and adult family members must demonstrate themselves as "joyfully literate"
- Learners need many opportunities for "language"
- The learning process is highly valued
- Evaluation is ongoing
- The goal of education is interdependence
- Learning is lifelong and requires thoughtfulness
- The teacher is a facilitator and co-learner
- Curriculum is negotiated, and learners have choices
- "Demonstrations" are necessary for learning
- Sharing is an important part of learning
- Sufficient time is needed for optimal learning
- Collaboration and social interaction build effective learning environments

Our goals for each individual student who attends the program are to:

- Understand themselves
- Find meaning in their world
- Construct their futures
- Adapt to change
- Have an impact on their world

Infants

Observation is an integral part in planning for children. Through observation, the staff will create a pro-social environment to enhance development. The curriculum for infants will revolve around individual needs and their developmental stage. The environment will encourage exploratory play, positive self-esteem, trust and mutual affection always with adults in view to ensure safety and security.

During infants waking hours they engage in lots of eye to eye contact, learning to walk with walking boards, floor activities that include activity link gym sets, colorful mats, soft cuddly toys, noisy rattles, and enjoyment of their very own special toys. Stimulating music is played throughout the day.

Parental Participation Plan

Parent Conferences

Conference time will be available for parents at least twice a year. This time should be used to review the child's progress and experiences. In addition, the conference is an opportunity for caregivers and parents to decide on program goals for their child. These conferences will be an information sharing session that allows each to express his/her feelings and concerns about progress or problems that the child might be experiencing. The parents and the caregivers together, will jointly decide on goals for the child.

Home/School Transition

The child's home and our program should offer continuity. Parents and teachers must openly communicate pertinent information about the child on a daily basis. This should include the child's developmental achievements, illnesses, changes in sleeping or eating, medication given at home, elimination habits, teething, and so forth. Such information is shared through verbal communication and/or the "Daily Report".

Center Resources

Parents should use the Center as a resource. Staff members are trained professionals in the area of child development and can provide families with invaluable information about children.

Open Door Policy

Parents are welcome to come to the Center at any time during program hours. Parental involvement is valued and encouraged. Parents should be made to feel comfortable in the Center. We encourage and appreciate family involvement and invite them to bring special interest activities to the Center.

Mandated Reporters

TLC staff are all mandated by New York State Law to report any suspected Child Abuse to New York State Clearance Registry.

Mandated Reporter (800) 635-1522

Public Hotline (800) 342-3720

Releasing Children from Care

No child can be released from the child day care center to any person other than:

1. his or her parent,
2. a person(s) currently designated in writing by such parent to receive the child,
3. or another person authorized by law to take custody of a child.

No child can be released from the child daycare center unsupervised except upon written permission of the child's parent. Such permission must be acceptable to the child daycare center and should take into consideration such factors as the child's age and maturity, proximity to his or her home, and safety of the neighborhood.

Parents please be advised that only those listed on the registration form as authorized for pick up will be permitted to pick up your child. If there is an emergency, please notify us in writing and be aware that anyone other than the child's parent will be required to provide us with identification.

Rest Time

Each child is given the opportunity to rest during the day. Other than for school-aged children, sleeping and napping arrangements must be made in writing between the parent and the program.

TLC's Napping Plan can be found in the *Welcome Packets* at www.tlcmerrick.com. Such arrangements shall include: the area of the program where the child will nap; whether the child will nap on a cot, mat, bed or a crib; and how the napping child will be supervised:

- Infants will rest according to their individual schedules.
- Infants are not to be given bottles in the crib.
- Bibs are to be removed from children before placing them in the crib.
- All infants must be placed on their backs when sleeping. Infants who demonstrate a consistent ability to turn from back to belly and belly to back may be allowed to assume any comfortable sleep position after the caregiver places them into the crib on their back.
- Each child will be assigned his/her own crib or cot for sleep time at the center.
- Cribs will be set apart from active sections of the classroom to allow children a quiet place to sleep.
- Cribs, cots, and mats should all be placed 2 feet apart from each other when occupied.
- Crib mattresses should be on the lowest bracket.
- When an infant is placed in their crib to sleep, recordings must be documented on daily sheets for each infant. Infants must be observed by sight & sound at all times.
- Infants are NOT allowed to sleep in swings, strollers or infant seats without a note from a health care provider.
- Cribs should not be used as restraints. If a child cries for more than 10 minutes he/she should be removed from the crib.
- No blankets, pillows, stuffed toys or other soft items are placed in a crib with a child.
- The infant's head must remain visible during sleep.
- Lighting should be adequate enough so that sleeping children can be seen.
- Toddlers and preschool children will be given an opportunity to rest after lunch time or on an as-needed basis.
- Children who do not wish to sleep will be given quiet toys to play either at a table or while lying on their cots.
- Accommodations must be made for school-aged children who wish to have a quiet and/or rest time.
- Staff members may rub children's backs, read stories, and offer comfort to encourage them to sleep.
- Cots or mats are NOT to be placed on the floor until lunchtime is complete and the floors have been swept.
- Each child is to bring a sheet and/or blanket that is labeled & fits into his/her cubby.
- Quiet age-appropriate rest time music is playing.

- Each child will have a labeled cot that he/she uses on a daily basis.
- Cots and cribs will be cleaned with bleach/water solution on a weekly basis, and as necessary.

Outdoor Play Time

The daily schedule provides for all age groups to play outdoors daily, if conditions protect children's health and safety. We will refer to the Childcare Weather Watch Grid, which includes wind chill and heat index guidelines, as a guide to appropriate climates for outdoor play time.

Child Health and Immunizations

Per New York State Office of Children and Family Services, we are mandated to obtain a new medical for each child enrolled accordingly with child's updated immunizations received. Such medical is required prior to your child's first day of enrollment.

- Infants/Toddlers- a new medical will be required each time the infant receives an immunization
- Preschool- a new medical will be required yearly
- School-Aged- a new medical will be required yearly (a copy of your child's public school medical is sufficient)

Toileting

Routines such as toileting are handled in a respectful, relaxed, reassuring, and individualized manner based on developmental needs. Teachers plan with families to make toileting a positive experience for children.

- Preschool children will be supervised by sight and sound while toileting.
- School-aged children are permitted to use the facilities on their own, but staff must be aware of and responsible for the child at all times, even while out of their direct line of vision.
- Staff aware of school-aged children who are using the rest room facilities will be sure to check on children after 3 minutes.
- Allow privacy if requested. Children must be supervised primarily by sight. Supervision for short intervals by sound is acceptable as long as teachers check frequently on children who are out of sight.
- The staff's role with children who are toilet learning is to be encouraging while allowing children to approach the toilet and to go at their own pace.
- Regular staff will not allow substitutes to accompany children to the bathroom, unless the director or designee has approved it.

- Staff will assist children in washing and drying of hands, while teaching the proper procedures.
- Accept all “accidents”.
- Prior to use by children, check that the bathroom is supplied with toilet paper, soap, and paper towels.

Daily Reports

Daily reports are the main system for daily written communication between the parent and child care center for children in our infant, ones, and full-day twos programs. These forms are legal documents and must convey your sense of each specific child’s management of his/her day.

- Feeding times and food consumption is reported to parents of infant and toddler parents.
- Diapering and toileting habits are reported to parents of infants and toddlers.
- Any services received by children should be documented on the child’s daily report. In addition, a notation should be made as to where services were provided, either in the classroom or out of the classroom.
- An overview of the child’s day is reported to parents using descriptive language.
- Daily reports should be individualized for each child.
- Staff members that work mid-day shifts will read each daily when they arrive to familiarize themselves with the child’s daily activities.
- Daily reports are confidential documents.
- Parents can give specific instructions and it will be stapled or noted on the report.

Meal Time

Meals and snacks are opportunities to promote good nutritional habits, autonomy, self-help skills, and cooperation. We serve breakfast, lunch, and snack. All meals and snacks are in accordance with NYS CACFP Healthy Child Meal Patterns and based on necessary Dietary Guidelines.

TLC is committed to following CACFP Guidelines. Staff will be trained in proper food handling and storage procedures. Staff must follow the guidelines set forth by CACFP and the USDA when handling, preparing, serving and storing food. Meals and snacks are planned to meet the child’s nutritional requirements as recommended by the Child and Adult Care Food Program of the United States Department of Agriculture in proportion to the amount of time the child is in the program each day.

- TLC will ensure that each child in care for more than four hours a day will receive a nutritious meal.
- For any child in care for more than ten hours a day will receive a minimum of two nutritious meals.
- Menu information is provided to families each month at our website www.tlcmerrick.com.
- Feeding times and food consumption information is provided to families of infants and toddlers at the end of each day via the Daily Report. Mealtime and/or snack time promotes good nutrition habits. Children are encouraged to serve and feed themselves, and assist with cleaning.
- Chairs, tables, and eating utensils are suitable for the size and developmental levels of the children.
- Tables are to be cleaned before and after each meal with soap, water, and bleach and water solution.
- Meals and snack time are pleasant social and learning experiences for children, while respecting families' cultural preferences.
- Adults sit with children during meals, providing assistance and encouraging appropriate social interaction.
- Liquids and foods hotter than 110 degrees are kept out of children's reach.
- Sharp utensils are kept out of child's reach.
- Staff will wear food handling gloves when preparing or serving food.
- Check for food allergies and see that they are posted.

There are no nut products permitted at TLC at any time. Any and all foods provided by families for shared consumption MUST be either whole fruits or commercially prepared foods in factory-sealed containers.

- In the event that food is being provided by the family, all items must be clearly labeled with the child's name and date. Such foods must follow CACFP guidelines and meet the nutritional needs of children. Information will be provided to families by the program to aid them in meeting these standards.

Emergency Evacuation

- Upon evacuating the building for a fire alarm or other condition, Staff must take attendance sheets, emergency bag, emergency contact information, cell phone, first aid kit, and emergency medications if applicable.
- It is also advisable to take at least one portable walkie talkie radio from the Center.

- Staff are trained to remain calm, count the children before leaving the building, and close all doors as they exit.
- Infants and non- walkers will be evacuated via rolling crib to the bus loop area; walkers via approved transportation equipment or on foot assisted by staff to the bus loop area; ambulatory pre-schoolers will be assisted by staff to the far edge of the playground areas.
- The Director or designee will ascertain all rooms are empty and that all staff and children are accounted for using the face-to-name attendance sheets.
- Parents or guardians will be notified of the evacuation via telephone and/or email.
- When determined by responding fire department officials and staff that the building can be reoccupied, the all clear will be given to Child Care staff by the Director.
- If the severity of the situation is such that the Center cannot be reoccupied immediately, the children will be relocated to our emergency evacuation site.
- Relocation Site 1...OLD MILL ELEMENTARY SCHOOL
- Relocation Site 2...SACRED HEART CHURCH
- The Director or designee will ensure that attendance sheets and parent emergency contact information are relocated along with the staff and children, and that all children are accounted for upon arrival at the relocation site.
- When possible, a sign will be placed at the main door of the center indicating that the children have been relocated and the location of the site.
- Child Care Center staff will be responsible to notify parents or guardians as to the location of their child for pickup.

Written emergency-evacuation procedures are posted in conspicuous places.

TLC Emergency/Unusual Incident Plan, which includes Response & Notification Procedures, and has been approved by OCFS will be keep on file in key offices and available to parents upon request. Staff will be provided with copies of this plan.

Fire Safety Documentation

- Fire drills are done at least monthly and are logged by director. Primary means of egress and secondary means of egress must be used at various times during fire drills. Times of drills must be varied.
- Monthly fire safety logs will be completed by the Director, and kept on file in her office for review upon request.

Policy on Communicable Disease Management

If a child exhibits signs of having a communicable disease, the teacher will notify the Director or Assistant Director of the center and a determination will be made whether to call the parent and have the child picked up from the center. Parents are informed of this policy via the Family Handbook.

1. Staff members complete a daily health assessment each morning on the children. The majority of the staff will have been trained through First Aid courses to help them recognize the common signs of communicable diseases. The signs the staff member will recognize as signals of a possible illness are listed under "Guidelines for Exclusion of Children from Day Care."
2. No staff member will administer any medication or vitamins without physician permission in writing. No medication or vitamins may be put into a bottle or cup brought from home.

Any child, suspected of having a communicable disease, is isolated in either the Daycare office, within sight and hearing of an adult. The child is given a cot/blanket for use. (When the child is discharged, these are sanitized.) The parents or emergency contacts are telephoned to pick the child up from the Center. If no signs of disease are present for 24 hours, or upon receipt of a doctor's note, the child will be re-admitted to the Center.

1. Any child suspected of being mildly ill (a child experiencing minor cold symptoms or who does not feel well enough to participate in activities but does not exhibit any of the symptoms specified in "Guidelines") will be cared for within the child's group. The child will be observed carefully for signs of any worsening condition.
2. When a staff member exhibits any sign of communicable disease, he/she leaves the Center. A substitute replaces the ill staff member.
3. Other classroom/group parents will be notified via email with the type of illness, what to look for, side effects and the duration of incubation/recovery time.

Guidelines for Exclusion of Children from Child Care

- Signs of possible moderate or severe illness; including unusual lethargy, irritability, persistent crying, difficulty breathing and/or inability to participate in a group setting.
- A child exhibiting a fever of > 100 F or above, taken using an electronic forehead thermometer, must be excluded for a minimum of 24 hours.
- Persistent, frequent cough that interferes with the child's activities.

- Uncontrolled diarrhea defined as an increase in the number of stools, compared with the child's normal pattern with increased stool water and/or decreased form (diarrhea that cannot be contained within diapers or toilet use) to be excluded until the diarrhea stops.
- Effortful vomiting; unless the vomiting is determined to be non-disease related and the child is not in danger of dehydration, excluded until vomiting has ceased for 24 hours.
- Rash with fever or behavior change or a rash that is possibly infectious to be excluded until cessation of fever and a health care professional determines the condition to be noninfectious.
- Chicken pox excluded for 6 days after onset of rash or until all lesions have dried and crusted.
- Strep throat/scarlet fever excluded until 24 hours after treatment has been initiated.
- Impetigo excluded until 24 hours after treatment has been initiated.
- Scabies/head lice allowed to return to child care the morning after their first treatment.
- Purulent conjunctivitis (pink eye) defined as pink or red conjunctiva with white or yellow eye discharge often with matted eyelid after sleep and including a child with eye pain or redness of the eyelid or skin surrounding the eye excluded until 24 hours after treatment has been initiated.
- Mouth sores associated with an inability of the child to control his saliva excluded until a health care professional determines the condition to be noninfectious.

Shelter in Place

Shelter in Place is a response to an emergency that creates a temporary situation in which it is safer to remain in the building rather than to evacuate. There may be some situations which include locking all doors, closing all windows and window shades, remaining in a room away from large windows or turning off heat and air conditioning systems.

Situations may include:

- Severe Weather Conditions or Extreme Hot or Cold Temperatures
- Chemical or Biological Spill
- Rabid Animal Sighting
- Intruder or Criminal Activity/Incident on Campus

Shelter in Place/Additional Information:

- The primary room to be used for Shelter in Place situations is the preschool.
- Shelter in Place Drills will be conducted twice a year and documented on the form provided by OCFS.
- Supplies will be kept in the main office and inspected monthly.

- Child Care Staff and children will be alerted to Shelter in Place by the Director or designee, in person or by phone in each room.
- If necessary the Director or designee will call 911 and Brookside security via land line, cell phone, or portable radio.
- Parents or guardians will be notified of Shelter in Place Drills in advance via e mail.
- Parents or guardians will be notified of actual emergencies entailing Shelter in Place by email.
- Activities will be provided by staff to occupy the children and include, battery powered radio for music, games, reading, and art activities.
- Staff will closely monitor the children's health, safety, and emotional needs by reassuring and comforting them and by remaining in frequent contact with Director and administrative staff for updated information regarding the situation.

Medical Emergencies

In the event a child incurs an injury or becomes ill:

- Staff are trained to stay calm, assess the child's injury or symptoms, check for life-threatening situations (choking, severe bleeding, or shock).
- Do not move a seriously injured child.
- Based on the severity, call 911 and notify MSUP Director/Administrative Staff
- Render First Aid and CPR if necessary.
- Ensure that other Center Staff are aware of the situation and that other children in the class are secure and supervised.
- Notify the parents or guardian as soon as possible.
- In the event of a serious injury or illness the NYS Office of Children and Family Services (OCFS) should be notified at 631 240-2560 in accordance with NYS Regulations 418-1.15 (a) (14).
- TLC Health Care Plan is available for your review

Biting & Young Children (Infants & Toddlers)

Biting is a common behavior among older infants and toddlers in group care. Biting is not viewed as a “bad” behavior, but rather as an inappropriate behavior. While biting is a developmentally appropriate response for infants and toddlers, it is viewed as a socially unacceptable reaction. When it occurs, staff has a responsibility to both the child who bites and the child who is bitten. Our primary goal is to support each child and each family as we move through this developmental period.

With this philosophy in mind, we practice many preventive strategies within the classroom. These strategies include but are not limited to: providing an age-appropriate room arrangement and curriculum, multiples of toys, close supervision and observation, and redirection.

When biting occurs:

- The child who has done the biting is told, “No biting.” and redirected to another activity.
- The child who received the bite is comforted. The area is washed with soap and water.
- An accident/incident report is completed for both the child who has been bitten and the child who bit.
- The parents of each child are notified immediately.
- Information about the biter and bitee is confidential. Names are not provided to either parent by the staff.
- The staff that works with these children meets to discuss the biting report and to evaluate the incident and develop an intervention plan.
- If repeated incidences of biting occur from the same child, an outside person is asked to observe in the room and join the staff team in developing a plan for the biter.

Our goal is to find solutions that recognize the developmental nature of the biting behavior and provide solutions that demonstrate respect for each child.

Weather Policy

We will use the Child Care Weather Watch Chart, which is posted in each of our classrooms and the Early Childhood & Second-Home Daycare Offices, and which can be found online at <https://www.umass.edu/ofr/pdfs/weatherwatch.pdf>, to determine the safety of the use of the outdoor play spaces.

We will engage in outdoor play at “green” indicated times, never engage in outdoor experiences during “red” times, and make daily judgment calls during periods of “yellow.”

While we do encourage teaching staff to take children outside to play and/or learn in the snow, for safety purposes, our children will not make use of outside play areas if there is more than 3 inches of snow on the ground, or heavy active snow or rain.

Field Trips

The Director must approve all plans for field trips, including the type of activity, development needs of children, and whether there is the need for additional staff to provide adequate supervision. Such plans must take into consideration the developmental needs of the children.

Each child must have a signed permission slip that includes mode of transportation, the trip destination, approximate time of departure, approximate time of arrival back to the program, cost if any, and closest medical facility to the destination that an ambulance would transport to in an emergency. Assuming the mode of transportation for the field trip will be a bus, a transportation consent form must also be signed and kept on file.

Curriculum

- The curriculum engages children actively in the learning process, provides a variety of developmentally appropriate learning experiences, and encourages children to pursue their own interests in the context of life in the community and the world. In addition:
- The center will use the LEARNING BOX philosophy and goals for children available to all staff and families.
- The center has written curriculum plans based on knowledge of child development and learning, and assessment of individual needs and interests.
- The learning environment and activities for children reflect the program's philosophy and goals.
- Teachers have clearly defined goals for individual children that guide curriculum planning.
- Teachers formally document in writing, children's development.
- Teachers identify children who experience difficulties in behavior or development, and develop a plan to help children acquire acceptable behavior or develop skills needed.
- Teachers adapt plans in response to the needs, strengths, or interests of individual children.
- The program is designed to be inclusive of all children, including children with identified disabilities and special learning and developmental needs.
- Family members are involved in development and use of individual education plans.
- The daily schedule provides a balance of activities in consideration of the child's total daily experience
- All age groups play outdoors daily, if conditions protect children's health and safety.
- The schedule provides for alternating periods of quiet and active play.
- A balance of large muscle and small muscle activity is provided.

- More than one option for group activity is available to children most of the day.
- Infants and toddlers are not expected to function as a large group.
- A balance of child-initiated and teacher-initiated activity is provided.
- The amount of time spent in teacher-initiated, large –group activity is limited.
- Each infant 6 months of age or less in care must have a minimum of 15 minutes of “Tummy Time” per day

Teachers provide a variety of developmentally appropriate activities, experiences, and materials that are selected to engage children in active and meaningful learning.

Material and Equipment

Must be developmentally appropriate for each age group. These are minimum requirements for each age group:

Infants and Twaddlers

- Simple, lightweights, open-ended, easily washable toys such as containers, balls, pop-beads, nesting cups
- Rattles, squeak toys, action/reaction toys
- Cuddle toys
- Toys to mouth such as teethers, rings
- Pictures of real objects
- Crawling areas with sturdy, stable furniture to pull up self

Toddlers

- Push and pull toys
- Manipulatives such as stacking toys, large wooden spools, beads, cubes, pounding bench, simple puzzles
- Sturdy picture books, music
- Toys for pretending, such as play telephone, dolls
- Large paper, crayons
- Sturdy furniture to hold on to while walking
- Sand and water toys

Preschoolers

- Active play equipment for climbing and balancing
- Unit blocks and accessories

- Puzzles, manipulative toys
- Picture books, audio recordings, tapes, musical instruments
- Art materials such as finger and tempera paints, crayons, safe scissors, and paste
- Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, puppets
- Sand and water toys

School-Agers

- Active play equipment and materials such as bats and balls for organized games
- Construction materials for woodworking, unit blocks, accessories for blocks
- Materials for hobby and art projects, science projects
- Materials for dramatics, cooking
- Books, audio recordings/tapes, musical instruments, computers with appropriate software
- Board and card games
- Complex manipulative toys (connecting or interlocking toys), jigsaw puzzles

Cultural Diversity

Teachers treat children of all races, religions, family background, and cultures with equal respect and consideration. Teachers provide children of both sexes with equal opportunities to take part in all activities. Teachers make it a firm rule that a person's identity (age, race, ethnicity, language, or disability) is never an acceptable reason for teasing or rejecting. Teachers initiate activities and discussions to build positive self-identity in each child and also teach the value of differences. Teachers talk positively about each child's physical characteristics and cultural heritage. In addition teachers will:

- Build a sense of the group as a community, bringing each child's home culture and language into the shared culture of the center so each child feels accepted and gains a sense of belonging.
- Provide books, dolls, puzzles, materials, images, and experiences that reflect diverse cultures that children may not likely see, as well as those that represent their family life and cultural group.
- Cook and serve foods from children's various contemporary cultures.
- Display photos of children and their families.
- Invite families' participation in all aspects of the program.
- Infuse all curriculum topics with diverse cultural perspectives, avoiding a "tourist" approach.

Children with Special Needs

Children with special needs are integrated within the child care setting to promote education in the least restrictive environment.

Steps Prior to Enrollment of Special Needs Students

- Integration shall be assisted by the preparation of children without disabilities, parents, and staff to facilitate having the children with special needs participate at the facility
- A written multidisciplinary evaluation of the child and family shall be conducted prior to the child's attendance at the facility. This evaluation is conducted by the CPSE (Committee on Preschool Special Education), Early Intervention through the Department of Health, or a private outside agency.

This evaluation shall consist of a minimum of results of:

- Medical and development examinations
- Assessments of the cognitive functioning and/or
- Assessment of the child's overall functioning
- Evaluations of the family's needs, concerns and, priorities
- Any other evaluations that were deemed necessary
- The family assessment and subsequent discussions shall focus only on those aspects of family functioning that are relevant to the provision of services to the child and that optimize the child's development.
- The Director or her designee is responsible for coordinating care in the facility and with any caregiver or service provider as written in the Individual Family Service Plan (IFSP) or the Individual Education Plan (IEP).

Staff Training

The director or designee shall ensure that staff has been oriented in understanding children with special needs and in ways of working with these children in group settings.

Orientation training may include, but is not limited to:

- Positioning for feeding and handling techniques of children with physical disabilities
- How different disabilities affect the child's ability to participate in group activities
- Methods of helping the child with special needs to participate in the facility's programs, behavior modification techniques, positive rewards for children and promotion of self-esteem
- Intervention for children with special health care challenges

Access to the Facility

The center shall be accessible to children who use wheelchairs and for other children with several motor disabilities. Special provisions shall also be made, whenever possible and/or as needed, for the child with health, vision or hearing impairments.

Program

Providers of special services who come into the facility to give intervention to a child must also communicate at each visit with the lead teacher of the classroom and/or the director. Such discussion shall be documented in the child's written file.



Parent's Acceptance of TLC Daycare's Family Handbook

Please carefully read, sign, and return this form to the center director, Francina Cerrone.

I have been provided a TLC Daycare Family Handbook and agree to abide by all the policies and procedures therein. I agree to pay the agreed upon tuition and understand that it may change depending on schedule and rate adjustments. This contract can be terminated by TLC Daycare at any time if policies and procedures are disregarded by parents/guardians. I have addressed any questions or concerns with the director of TLC Daycare.

Both parents must sign OR parent/guardian with sole custody of the child:

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____