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## **Child Development Center**

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### **Family Handbook and Operational Policies**

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Located at Northside Campus  
1004 Dellinger Dr. Taylor, Texas 76574  
Denise Jechow, CDC Coordinator  
512-365-8562 x 8131  
[djechow@taylorisd.org](mailto:djechow@taylorisd.org)



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The child is the center of the CDC program and the curriculum and environment offer each child the opportunity to grow intellectually, physically, socially, emotionally and culturally. The children's learning program is based on the theory that young children learn through play and child centered activities. The teachers plan developmentally appropriate learning activities for the development of the whole child. The CDC and the program were designed to provide a nurturing environment where your child can enjoy learning and growing both academically and socially.

**Mission Statement:** Through a nurturing environment, play, and child-centered activities, children grow intellectually, physically, and socially, emotionally, and culturally.

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**Taylor ISD Vision:** Intentionally empowering the whole child.

**Taylor ISD Mission:** Inspire, equip, and empower every student to achieve their unique potential.

*Policies are reviewed annually and updated if necessary.*



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### Child Care Regulations and Standards

The Taylor ISD CDC is licensed by the Texas Department of Family and Protective Services and must abide by the standards and regulations set forth by this agency. Copies of minimum standards are located in each classroom and in the office. Please ask to see this if interested. A copy of the Child Care Minimum Standards Rules may be obtained on the Internet at:

[http://www.dfps.state.tx.us/Child\\_Care/About\\_Child\\_Care\\_Licensing/](http://www.dfps.state.tx.us/Child_Care/About_Child_Care_Licensing/)

Current inspections conducted by the DFPS, the Taylor Fire Department, the Williamson County Health Department, and other inspections are posted on the wall in front of the lunchroom.

#### **Contact information for guardians:**

Texas Department of Family and Protective Services (512) 834-3426,

<http://www.dfps.state.tx.us/>

Child Abuse /Neglect Hotline: (800) 252-5400 <http://www.txabusehotline.org>

**\*\*The child care center's most recent inspection can be found posted on the bulletin board near the office.**

### Registration/ Deposit

A deposit of \$50.00 per child is due each school year to hold a spot for your child at the CDC.

### Hours, Days and Months of Operation

The CDC is open Monday-Friday from 7AM-5PM during the school year; this includes professional development days. The CDC follows the Taylor ISD calendar (August through May). If the school district cancels school for severe weather, the child development center will be closed as well. On early release days, the center may close early. Guardians will receive in writing any changes in schedules if needed during the school year.

### Tuition

The monthly tuition fee for infants 6 weeks to 17 months is **\$ 750.00** per month. The monthly tuition for children ages 18 months – 3 years (and children turning 4 years in while in service) is **\$700.00** per month. The CDC rates are based on a monthly rate, and employees will use payroll deduction for their payment. A registration fee of \$50.00 is required to reserve a spot for your child. Supply fees are not charged, but employees will pay the full month of December and March to compensate for instructional supplies used at the CDC.



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Children who ride the bus to the CDC at the end of the day and attend the CDC full time for staff development and teacher work days will be charged \$200 per month. Please contact the center director for more information.

Payment for each month is due on payday and is automatically deducted from your ISD paycheck by payroll. **There are no refunds for the month if you withdraw your child.** If you are on maternity leave and already have a child in the CDC, payment will be charged for the child attending the CDC during this time unless you withdraw them. If you wish to withdraw your child, then you need to contact the CDC Director, in writing, and they will let payroll know when to stop payments.

### Drop Off / Pick Up Times / Late Fees

The Taylor ISD Child Development Center will open at 7:00 AM and close at 5:00 PM. There will be no admittance for families before 7:00 AM. When picking up, please arrive in time to speak with your child's teacher and to gather your child's things at the end of the day. The CDC staff must be clocked out by 5:00pm. When picking up your child, be sure to check for important announcements, artwork, soiled clothing, and other things that need to go home.

We ask that all children be dropped off by 8AM so that their routine can remain the same each day. Breakfast is served around 8:15AM and ends around 8:45AM. If your child will be arriving after 8:45AM, please make sure they have had breakfast. If your child will be late, please contact the Director. Please avoid dropping off or picking up your child during nap time - between 12:00PM and 2:30PM.

Guardians who pick up their child after the 5:00 PM closing time will be charged a late fee of \$1 per minute. The time will be determined according to universal cell phone time. In the event of an emergency that prevents a guardian from picking up their child on time, we recommend that you use one of your approved pickup persons in order to avoid late fees. If you are unable to make it in time for pick-up and none of your emergency contacts can arrive on time, *please call the Director's cell phone (512-217-9167)* - the CDC main line is not monitored 24/7.

### Staff Development Days and Closings

The center is open for all professional development days. The CDC may close early on the last day before Christmas break, but is open for normal hours on early release days in May.

### Absences

Please contact the CDC if your child will be absent – especially if they typically ride the bus.



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### Guardian Contact Information

Contact information for guardians and emergency contacts should be kept up-to-date at all times. Should a guardian need to update their information, please email it to the center director ([djechow@taylorisd.org](mailto:djechow@taylorisd.org)).

### Concerns and Complaints

Concerns or complaints in regards to the center director and/or management of the center can be directed to Jennifer Patschke, Assistant Superintendent of Human Resources and Federal Programs at [jhp@taylorisd.org](mailto:jhp@taylorisd.org).

### Enrollment Requirements

1. The CDC will admit children ages six weeks to three years for all day care.
  - a. Graduates of the CDC who are in kindergarten or 1<sup>st</sup> grade may be enrolled at the CDC in order to ride the bus here at the end of their school day.

**Children that turn four years old before September 1 are asked to find alternative means of care.**

2. In order for students to participate in the CDC, the following is needed:
  - Enrollment documents
  - Up to date immunization record
    - *Once you have been notified that your child needs shots, you will have two weeks to complete the required immunizations.*
  - An annual health statement from a health care provider indicating that the child is physically able to take part in the child care program. Allergies, hospitalizations during the past 12 months, any medicines prescribed for continuous long-term use, previous serious illnesses and injuries, and existing illness should be noted. The physician note must be updated annually. You can sign for now that your child has seen a physician within the last 12 months, but there are physician statements you can pick up and take with you when your child sees the doctor again.
3. Give the name, address (with town), and phone number of the person to call in case of an emergency if guardians cannot be reached.
4. If your child is to be picked up by another person, you are required to call the CDC, write a note, or send an email or a text with this information. Other people that would be picking up your child should be included on the admission form. A picture ID will be required of anyone that the CDC staff does not know or who has not previously picked up the child.
5. Guardians will be notified in writing of any policy changes, schedule changes, or other notifications. The director will communicate through posted notes or email throughout the year.



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If you should have any questions or concerns, please feel free to contact the director by email or phone.

## Curriculum

**\*\*During the 2025-2026 school year, the CDC staff will be training on the Frog Street Curriculum\*\***

We utilize an emergent curriculum in all classrooms. Teachers plan activities and projects based on the specific age group of the children they are working with, taking into account their skills, needs, and interests. Our curriculum is integrated into routines and transitions; planned and spontaneous activities; indoor and outdoor play; interactions between children and between children and adults; child led and teacher directed activities; and implemented individually and in small groups and large groups. The curriculum focuses on the development of the “whole child”, that is, it considers all areas of development - physical, language, social –emotional, and cognitive. The curriculum also teaches concepts and develops skills that are meaningful to the child’s developmental understanding.

Lesson plans are posted in classrooms and copies can be provided on request. Teachers are provided planning time, access to obtain resources, and timely feedback on lesson plans.

Our curriculum framework can be modified when necessary to reflect the values, beliefs, and experiences of families in our program. This information is shared by the guardian verbally, also with information collected on the “Let Us Know About Your Child” form during registration. Classrooms are arranged in interest centers. Most of the day children are encouraged to move around the classroom at their own pace and select activities of interest. During this time, teachers interact with children to extend or enhance their play by asking questions, supporting problem-solving, offering ideas or materials and observing or assessing what children know.

Depending upon the age, some of the activities each day may be more teacher – directed or guided. As well, the staff are sensitive to families who also speak the Spanish language at home and staff can translate, when necessary, when speaking with guardians. Although we do our teaching in English, we do integrate the Spanish language into the curriculum when singing songs, finger play, and reading books. If there is a language other than Spanish that is spoken at home, please share this with your child’s teacher.



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## Accommodating Families and Children with Special Care Needs

Our program supports families and children who may need additional accommodations, to include home language, special needs/differing abilities, and cultural backgrounds. We accommodate family culture in various ways: Spanish/English labels in classrooms, Spanish/English community resource flyers/documents, flexible teaching methods, and designated space for intervention sessions or therapies when needed are a few ways we accommodate families.

## Supporting Inclusive Services to Children with Special Care Needs

§746.2202. What are my responsibilities when planning activities for a child in care with special care needs?

You must:

- (1) Provide a child with special care needs with the accommodations recommended by:
  - (A) A health-care professional; or
  - (B) A qualified professional affiliated with the local school district or early childhood intervention program;
- (2) Utilize as recommended any adaptive equipment that has been provided to the center for a child's use
- (3) Ensure that a child who receives early intervention services or special education services can receive those services from a qualified service provider at your operation, with guardian request and approval;
- 4) Ensure that activities integrate children with and without special care needs; and
- (5) Ensure that caregivers adapt equipment and procedures and vary methods as necessary to ensure that you care for a child with special needs in a natural environment.

- Research has shown that children with disabilities benefit from learning alongside their peers in high-quality inclusive settings. One study found that young children with disabilities in high-quality inclusive early childhood programs made larger gains in their cognitive, communication, and social-emotional development compared to their peers in segregated settings. In addition, inclusion has benefits for all children, not just children with disabilities. Young children without disabilities who participate in an inclusive classroom learn life skills such as empathy and compassion.

- Childcare programs can be a great resource for guardians who have questions about their child's development and specialized services available in the community. In order to best serve guardians who have questions about their child's development, a childcare center should make available to guardians' information regarding early intervention services in the community. Access to such information enables guardians to request an evaluation of their child's development from experts who are qualified to assess the child's development and recommend appropriate services for the child. Early Childhood Intervention Services (ECI) has additional information regarding the specific services they provide, as well as locations in your community.

- If a child's guardians have shared with the childcare center an Individualized Educational Program (IEP) from a school district or an Individualized Family Service Plan



(ISFP) from ECI, the childcare center should make every effort to incorporate the plan, where applicable, into the child's daily activities.

- The childcare center is not responsible for the purchase or maintenance of adaptive equipment recommended for a child.
- The childcare center is not responsible for ensuring ECI or another qualified service provider visits the operation to provide services. However, the child will receive the benefit of services in a natural environment and the caregiver will learn methods for best serving the child when the center encourages caregivers to incorporate ECI or another service provider into classroom activities.
- A childcare center is considered a place of public accommodation under the Americans with Disabilities Act (ADA), Title III, because it holds itself out to the public as a business. Americans with Disabilities Act (ADA), Title III (Title 3) & Child Care Operations.

### Outdoor Classroom

We consider outdoor play an essential component of the curriculum that supports children's growth. Unless the weather conditions are extreme, children will go outside 2 times every day. If a child is well enough to be at school, the child is assumed well enough to go outside. If you have questions about whether or not your child can participate in outdoor play, you may want to consider keeping your child home.

\*\*For more information, please see the "Indoor/Outdoor Activity" section on page 16. \*\*

### Screen Time

The CDC does have and use smart TVs in the two and three-year-old classrooms. We follow the current minimum standards regarding screen time:

#### **§746.2207. May I use a screen time activity with a child?**

*Subchapter F, Developmental Activities and Activity Plan*

*March 2021*

- (a) You may not use a screen time activity for a child under the age of two years. [Medium]
- (b) You may use a screen time activity to supplement, but not to replace, an activity for a child who is two years old or older that is described in §746.2507 of this chapter (relating to What activities must I provide for a toddler?); §746.2607 of this chapter (relating to What activities must I provide for a pre-kindergarten-age child?); and §746.2707 of this chapter (relating to What activities must I provide for a school-age child?). [Medium]
- (c) If you use a screen time activity for a child at the center, you must ensure that the activity:
  - (1) Is related to the planned activities that meet educational goals [Medium];
  - (2) Is age-appropriate [Medium];
  - (3) Does not exceed one hour per day [Medium];





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- (4) Is not used during mealtime, snack times, naptimes, or rest times [Medium];
  - (5) Does not include advertising or violence [Medium]; and
  - (6) Is turned off when not in use. [Medium]
- (d) A school-age child may use screen time without restriction for homework. [Medium]

### Child Assessment Policy

We utilize informal assessments such as developmental checklists for observing developmental progress for all children. A parent teacher conference may be scheduled at any time to discuss this.

### Inclement Weather Policy

As a part of the ISD, the CDC will follow all weather delays, early releases, and closures that the ISD announces. Should the schools be delayed for 2 hours, then the CDC will be delayed for 2 hours and will open at 9AM instead of 7AM. All guardians will be notified of any changes in the daily hours of operation.

### Procedures for Release of Children

The CDC will only release your child to the people you have authorized to pick up your child on the admission information form. Please let us know in advance if someone different is picking up your child. If we do not know the person, we will ask for photo identification before releasing your child.

### Illness and Exclusion Policies

Per "Minimum Standards and Guidelines for Day Care Centers", your child will not be admitted based on the following criteria:

"Unless you are licensed to provide get-well care, you must not allow an ill child to attend your child-care center if one or more of the following exists:

- (1) The illness prevents the child from participating comfortably in child-care center activities including outdoor play [Medium];
- (2) The illness results in a greater need for care than caregivers can provide without compromising the health, safety, and supervision of the other children in care [Medium-High];
- (3) The child has one of the following (unless a medical evaluation by a health-care professional indicates that you can include the child in the child-care center's activities):
  - (A) An oral temperature above 100 degrees that is accompanied by behavior changes or other signs or symptoms of illness [Medium];



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- (B) A tympanic (ear) temperature above 100 degrees that is accompanied by behavior changes or other signs or symptoms of illness. Tympanic thermometers are not recommended for children under six months old [Medium];
- (C) An axillary (armpit) temperature above 100 degrees that is accompanied by behavior changes or other signs or symptoms of illness [Medium]; or
- (D) Symptoms and signs of possible severe illness such as lethargy, abnormal breathing, uncontrolled diarrhea, two or more vomiting episodes in 24 hours, rash with fever, mouth sores with drooling, behavior changes, or other signs that the child may be severely ill [Medium]; or

(4) A health-care professional has diagnosed the child with a communicable disease, and the child does not have medical documentation to indicate that the child is no longer contagious. [Medium] “

Taylor ISD and Child Care Regulations state that children must be free from fever 24 hours, without the use of fever reducers, before returning to care. If a medical professional feels that the child may return sooner, then a note must be written and given to the CDC.

### Procedure for Dispensing and Administering Medication

#### **Any medications brought in by a guardian for their child must:**

1. Be in the original container
2. Be labeled with the child's name
3. Be labeled with the date
4. Include directions to administer the medication, and
5. If prescribed, include the name of the physician prescribing the medication.

All medications must be logged in and signed for by the guardian. If the medication is not on the log, it cannot be administered.

No medications should be left in diaper bags or back packs where children could get into them.

Medication, vitamins, or cereal cannot be put in a bottle or cup and given by the CDC staff without a note from a medical professional.

\*\*\*The CDC does not keep unassigned epi-pens on campus. If a child has been prescribed an epi-pen and needs one kept at school, a copy of the child's prescription must be kept with the epi-pen at all times. Epi-pens will also require an allergy plan that has been signed by a medical professional. \*\*\*

### Procedure for Medical or Dental Emergencies



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*If your child becomes ill or receives an injury that requires medical attention, you will be called immediately.* In the event of an emergency, the staff may be required to do the following:

1. contact the emergency medical services
2. give the child first aid or CPR
3. contact the physician identified in the child's records Please list the physician's name, address, and phone number on the first page of the admission pages.
4. call for you to come immediately.

### Food Allergy Plan

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the child is allergic, as well as the nature of the allergic reaction. Please contact the program director if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at the program director's office.

### Additional Health and Nutrition Practices

Please see resource center regarding, Screen Time, Oral Health, Health Benefit Resources, and various Professional Development and Healthy/Nutritional best practices in Spanish and English!

Additional Resources

<https://www.healthychildren.org/English/healthy-living/oral-health/Pages/default.aspx>

<https://www.texaschildrenshealthplan.org/what-we-offer>

### Procedure for Guardian Notifications

All communication needs to come through the main office. Do not text your child's teacher about doctor's visits, early pick-ups, late drop offs, who is picking them, etc. Your child's



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teacher may choose to send pictures via text or other forms of communication, but that is at the teacher's discretion. The director can be reached by phone (512-365-8562, cell 512-217-9167) or email ([djechow@taylorisd.org](mailto:djechow@taylorisd.org))

The CDC will communicate via email, notes, calling your school to leave a message, texts, or by calling your phone. Please leave us a phone number where you can be reached or another person you would want us to call if we need to reach someone when you are not at school. Update the CDC director immediately if any of your contact numbers change.

*Guardians will be notified in writing of any policy changes or schedule changes. The director will communicate through posted notes or email with guardians throughout the year. If you have any questions or concerns, please feel free to contact the director by email or call her or any staff member at 512-365-8562 or extension 8131.*

### Discipline and Guidance

The CDC strives to encourage positive behavior at all times. The staff has been trained in strategies that help children avoid conflict as well as using redirection for inappropriate behavior. The staff will distract or remove a child from a dangerous or conflicting situation rather than allowing a confrontation, whenever possible. We will use positive reinforcement for acceptable behaviors. Preschool children are learning to be part of a social group. Sometimes juggling their own needs with those of the group is difficult for a young child. We will help children learn new social skills. Caregivers will use redirection, model words and actions to use in solving problems, and offer a chance to try again in the group.

The Taylor ISD CDC Complies with Subchapter L, Discipline and Guidance of the Minimum Standard for Child-Care Centers

#### **CDC uses positive methods of discipline and guidance:**

- Discipline will be individualized and consistent for each child, appropriate to the child's level of understanding, and directed toward teaching the child acceptable behavior and self-control.
- A caregiver will only use positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, which include at least the following:
  - Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior;
  - Reminding a child of behavior expectations daily by using clear, positive statements;
  - Redirecting behavior using positive statements
  - Using brief supervised separation from the group, when appropriate for the child's age and development, which is limited to no more than one minute per year of the child's age.
- There must be no harsh, cruel, or unusual treatment of any child. The following types of discipline and guidance are prohibited:
  - Corporal punishment or threats of corporal punishment;



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- Punishment associated with food, naps, or toilet training;
- Pinching, shaking, or biting a child;
- Hitting a child with a hand or instrument;
- Putting anything in or on a child's mouth;
- Humiliating, ridiculing, rejecting, or yelling at a child;
- Subjecting a child to harsh, abusive, or profane language;
- Placing a child in a locked or dark room, bathroom, or closet;
- Withholding active play or keeping a child inside as a consequence for behavior, unless the child is exhibiting behavior during active play that requires a brief supervised separation or time out that is consistent with §746.2803(4)(D) of this subchapter (relating to What methods of discipline and guidance may a caregiver use?); and
- Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age, including requiring a child to remain in a restrictive device.

### Suspension and Expulsion

All children need to be able to participate in CDC planned activities and be able to follow simple directions. As with all aggressive behaviors, guardians are notified with each incident. Aggressive and hurtful behavior includes, but is not limited to: biting, hitting, kicking, pushing, and pinching. Such behavior is not acceptable.

Aggression towards staff will not be tolerated. Children will be sent home if their behavior is a danger to themselves, other children, or staff.

We will use every appropriate method to help children control their actions. When aggressive behavior occurs, the following steps will happen:

1. Staff work with the child and coach the child on appropriate behavior; guardians are contacted
2. Director/Teacher/Guardian Conference
3. Second conference – at which time the guardian may be asked to find alternate means of child care. The CDC may offer an alternative schedule to avoid expulsion.

*Any or all of the steps may be skipped or omitted as deemed appropriate, based on the extent of the aggressive behavior and circumstances. \*\*Depending on the nature of the child's actions, they may be sent home for the day. \*\**

### Biting Policy

Children sometimes bite other children. Although not all children bite, biting is considered a normal stage in a child's development and not an act of aggression. Some common reasons why children may bite are listed here:

1. Teething: Toddlers are often cutting teeth and it hurts. Chewing on something



relieves the discomfort and stops the pain shortly.

2. Sensory Exploration: Toddlers are very good at using all of their senses to learn about the world. The “oral mode,” an important style of learning for infants, continues into toddlerhood. They bite everything, not just their playmates.
3. Cause and Effect: Children are eager explorers. They are constantly studying cause and effect. Biting produces a predictable response. Often, the response is dramatic: there is a lot of noise and attention from adults.
4. Self-Assertion: This is probably the most common reason children bite. It is one way to express frustration when they do not yet have the language skills to do so.
5. Excitement and Expression of Love: Children sometimes get very excited and bite as a reflex or expression of excitement and love. Because this can be reflexive, please be patient as your child learns to express their happiness in other ways.

The teaching staff takes preventive action to reduce the number of biting incidents, including providing access to teething toys, providing numerous sensory exploration activities, providing opportunity to explore cause and effect, and offering toddler’s options/alternatives to reduce frustrations.

Consistent with school policy, guardians are not told the name of the child who bit their child. Guardians of the biter are informed and work together with the teachers in hopes of preventing further incidents.

We recognize how upset guardians may be when they learn their child has been bitten; however, we also recognize that biting is a normal component of a child’s development. Biting will NOT be ignored. Teachers will work with children and guardians to create positive solutions. Despite our many concerted efforts to prevent biting incidents, they are bound to occur. No child is ever removed from our program because of biting.

### Safe Sleep

The CDC complies with Minimum Standard Chapter 746 rules in Subchapter H which outlines safe sleep practices in the Basic Care Requirements for Infants, birth through 12 months. Information relates to sleep requirements and restrictions, including sleeping positions, and crib requirements and restrictions, including mattresses, bedding, blankets, toys and restrictive devices. The CDC will use Form 2550, Safe Sleep Policy. If an infant requires instruction from



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the child's doctor, we will use Form 2710, Infant-Sleep Exception: Health-Care Professional Recommendation.

Infants are always placed on their back while sleeping. Side and tummy sleep positions are not safe until the infant can turn over by himself. All loose bedding (blankets), stuffed animals, bumpers and pillows are removed from the crib for safety. A sleep sack or wearable blanket is preferred. Your infant will be sleeping in an approved crib on a firm fitting mattress. The center's cribs meet new federal regulations passed by the United States Consumer Product Safety Commission (CPSC) related to safety standards for cribs. Older children nap on child sized cots and will need a blanket for naptime. Please label these with your child's name. (Blankets will be sent home on Friday to be washed). Some children may want or need a pillow. Please mark all items so they are not mistaken as someone else's.

### Meals

Guardians are responsible for providing breakfast and lunch for their child; the CDC will provide milk and/or water for both meals and will also provide afternoon snacks for children over the age of 18 months. As of the 2025-2026 school year, the CDC staff can no longer prepare any meals for the children. Meals should be brought to school ready to eat. The classroom teacher will serve the children their meal in an as-is manner. Family members are responsible for any meal prep that needs to occur. This includes mixing, slicing, dicing, and cutting. Meals brought that are not prepared will result in the family member being notified to bring an alternate meal.

The CDC is not responsible for its nutritional value or for meeting the child's daily food needs.

**Grapes, cheese sticks, and hot dogs** can be a choking hazard. Please cut these items up if you bring them in your child's lunch.

### Birthdays

Birthdays are special days for children; it is a time to recognize an important milestone in their lives as they begin to understand the concepts of "growing up" and "a year". Families may provide a birthday treat to share during breakfast or afternoon snack (please not treats during lunch, before nap). We encourage you to consider a treat that is consistent with our program's healthy nutritional goals. Please inform your child's teacher if you plan to bring a special snack. In addition, we hope that you will stay and celebrate with your child and their class.

### Ethical Responsibilities to Families

Taken from the NAEYC Code of Ethical Conduct: "Families are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's wellbeing, we acknowledge a primary responsibility to bring about





communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development."

Guardians and teachers may look at young children's learning from different perspectives, but they share a common goal of making sure the children receive the best possible education. Mutual respect, trust, and communication between the school and the families will provide your child with the kind of care and education that will help them thrive. Today's family members and caregivers have many responsibilities and time constraints. It takes extra effort on both sides to build strong partnerships.

#### Tips for guardians:

- Listen carefully to what your child's teachers / caregivers have to say. Remember that they spend a significant amount of time with your child and can share their expertise about your child's development.
- Don't jump to conclusions. If you have questions or concerns about your child or the early childhood program, speak directly to your child's teachers, caregivers and /or the director.
- Remember that many teachers and caregivers have families of their own, and may share similar responsibilities and time constraints. Be as respectful of their time as you wish them to be of yours.

\* It is important for our guardians to know that we always want to work together for the best interest of each child. We are professionals so we are always learning and growing. We ask that you start with the individuals themselves. If you have tried that or do not feel comfortable with that, then we ask that you call or come talk with the director of the CDC. If you feel that your issue is not being handled then you then would contact the Assistant Superintendent of Human Resources and Federal Programs. We are always here to help and we always have your child's best interest at heart.

The CDC works hard to be "family-friendly". When teachers make the extra effort to include guardians in program activities, and guardians take time to attend and participate, children benefit from the best possible learning experience.

### Immunizations

Immunizations are required of all children attending child care in the state of Texas. We understand that there may sometimes be a medical reason not to give an immunization on the scheduled time. However, unless we have a written note signed by your child's physician, we are not allowed to make any exceptions. If we do not comply with this requirement, we could lose our state license. Please talk to the director if you have any concerns.





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**IMPORTANT: You must show proof of the appropriate immunizations**

**BEFORE your child can attend the Center.**

**Your physician must sign an Immunization Form.** You may have your child's Pediatrician email the form to us [djechow@taylorisd.org](mailto:djechow@taylorisd.org).

**\*\*We do not have a fax machine\*\***

Exception:

Exceptions for immunization requirements must meet criteria specified by the Texas Department of State Health Services rules in 25 TAC§ 97.62 (relating to Exclusions from Compliance). You must contact the local health department to find out what you must provide to us in lieu of the immunization record.

### Staff Immunization

Child Care Regulations recommends that staff meet all individual immunization records but it is not required.

### Vision and Hearing Screening

Taylor ISD CDC does not provide vision and hearing screenings to four-year-olds since we do not accept children that are four-years-old by September 1 for all day care. Please speak with your child's pediatrician for further information on these screenings.

### Water Activities

Water table activities may be provided at the CDC. A water day may be scheduled at the end of the year where children are allowed to play in a variety of water activities. (Sprinklers, sensory tables, etc.) Guardians will be notified with details of the activities in advance. No swimming pools are involved. Permission slips for any water activities will need to be signed prior to the activity.

### Field Trips

The CDC does not provide field trips away from the operation.

### Transportation

The CDC does not provide transportation. Children that ride the bus from other ISD campuses are doing so via the ISD and not the CDC.

### Animals

Because they play a valuable role in children's development, from time to time, classrooms might have safe, live "pets" such as gerbils, hamsters, guinea pigs, mice, rats, tropical/gold fish, snails, and tadpoles. In accordance with common sense and licensing regulations, children and



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staff will practice good hygiene and hand washing when pets or their accessories are handled. Children in the center may not have direct contact with chickens, ducks, reptiles (turtles, lizards, snakes), or amphibians (frogs, toads). Children may not bring their live pets from home into the center.

### Indoor/Outdoor Activity

All children at the facility will be offered opportunities to participate in both indoor and outdoor activities.

An infant (birth -12 months) may engage in outdoor play for an amount of time that is tolerable by them. All infants (13 months-17 months), toddlers (18 months-35 months) and pre-kindergarten age children (3-4 years) will be offered at least two opportunities to spend active time outdoors (weather permitting) in which they can make use of both small and large muscles. All infants (13 months-17 months), toddlers (18 months-35 months) and pre-kindergarten age children (3-4 years) must engage in outdoor play for a minimum of 60 minutes daily (weather permitting).

A balance of active and quiet play that incorporates group and individual activities, both indoors and outdoors, must include a minimum of 60 minutes of moderate to vigorous active play for toddlers and a minimum of 90 minutes of moderate to vigorous active play for pre-kindergarten age children.

Opportunities for active play may overlap with outdoor play and do not need to be counted separately (e.g., 30 minutes of active outdoor play that includes moderate to vigorous physical activity may be counted toward the required 60 or 90 minutes of active play).

Outdoor play provides for greater freedom and flexibility, fuller expression through loud talk, and a greater range of active movement. Outdoor play also extends opportunities for large muscle development, social-emotional development, and small muscle development by offering variety, challenge, and complexity in ways that are not attainable in a confined indoor space.

### **Clothing and Bad/Extreme Weather:**

\*\*Please see the Weather Addendum for more information\*\*

It is recommended that all children be sent to school in clothing and footwear that they can easily play in. Crocs, sandals, rain boots, cowboy boots, and backless shoes are not recommended. NO FLIP FLOPS. Please send your children in tennis/athletic shoes that they can easily run and play in.



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Shorts or bloomers need to be worn under skirts and dresses to help keep the classroom and play areas sanitary.

In the event of bad/extreme weather, physical activity will take place in the gym. Children will have the opportunity to ride bikes, run, play with balls and do other physical activities indoors. Extreme weather will be assessed based on the guideline listed in 'Caring for our Children: National Health and Safety Performance Standards, 4<sup>th</sup> Edition'. A copy of this book can be found in the director's office.

- "Weather that poses a significant health risk includes windchill factor below -15 F and heat index at or above 90 F, as identified by the National Weather Service".

### Insect Repellent and Sunscreen Application Policies

It is recommended that guardians use the guidelines provided by the American Academy of Pediatrics (AAP) about types of repellents, DEETS, using repellents safely, and other ways to protect their child from insect bites and how to pick a sunscreen & applying sunscreen. "Choosing an Insect Repellent for Your Child" and "Sun Safety: Information for Guardians about Sunburn & Sunscreen"

CDC staff will receive training regarding insect repellent and sunscreen application policies.

Procedures for providing: Guardians may provide insect repellent and sunscreen for their child to use at CDC. CDC staff will be trained to apply the provided products.

Procedures for applying: Staff will apply these products as recommended by the products directions. Staff will use the tips for using repellents safely by the (AAP).

### Guardian Conferences, Questions, or Concerns

It is our policy for the staff to talk daily with guardians. The staff or the director is available for conferences with any guardian upon request during the year. Please discuss any questions or concerns with your child's teacher or the administrative staff. We have an open-door policy and believe in a two-way communication system. Please drop by the CDC office, email, or call if you have a question or concern.

Guardians are offered an annual written evaluation and/or survey. Suggestions and evaluation results are integrated into the program operation when applicable.

A scheduled conference is offered to parents to exchange information a minimum of 2 times a year. A system is in place to share information with parents on an ongoing basis. Information from teacher observations and written assessment is shared.

### Guardian Participation/Open Door Policy



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The CDC operates by an open-door policy. You are always welcome to come by to observe your child during the childcare center's hours of operation without having to secure prior approval. Guardian participation is encouraged during special events or programs. Please contact your child's teacher or the center director if you would like to volunteer or participate for a special event or program.

### Emergency Preparedness Plan

An emergency preparedness plan is available for review by guardians upon request. The nature of the emergency will determine the evacuation site as laid out in the District Emergency Operation Plan. District reunification procedures will be followed. Changes will be updated annually.

### Emergency Practices

The CDC practices a fire drill once a month and threatening weather and lockdown drills are practiced four times during the school year. In case of a fire, children will be directed out of the nearest exit to the back of the building and on to the designated blacktop to wait to hear that the building is safe to reenter. All children in attendance will be accounted for by the sign in books. If we need to relocate to a different site away from the CDC, we will relocate to the Naomi Pasemann Elementary School cafeteria by any means necessary and you will be notified immediately by campus. The address is Naomi Pasemann Elementary School, 2809 North Drive, Taylor. The phone number at the school is 512-352-1016. The director's personal cell phone number is 512-217-9167.

### Breastfeeding Mothers

*You have the right to breastfeed or supply breast milk for your child while in our care.*

We have comfortable rocking chairs and you are welcome to come and breastfeed your child as needed. If you prefer, you can bring breast milk for your child in bottles or bags.

### Child Abuse and Neglect

The director will be notified if there is any concern of child abuse or neglect. All allegations of child abuse, neglect, and exploitation will be properly reported by the director. Staff can also report any concerns directly to Child Care Regulations by calling 512-834-3426 or calling DFPS at 1-800-252-5400. A verbal report must be made within 48 hours. A notification of this law and phone number is posted on the hallway bulletin board, at the CDC.



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As children arrive at the center, each CDC caregiver will check each child for bruises, cuts, and bumps. If an accident happens while in childcare, a note is written to explain the accident to guardians and how the accident was handled. Each bite, scrape, cut, etc. that a child receives will be washed and cared for and the details checked off on the accident form that the guardian signs indicating they have been notified about the accident.

All childcare staff are required to have one hour of training a year in the subject of Recognizing Child Abuse and Neglect. In-person training is often provided for this subject each year so staff can hear the latest information on how best to recognize and prevent child abuse and neglect. Staff are informed of the warning signs that can accompany abuse and neglect.

If resources are needed, staff can direct guardians to our resource binder. Guardians can also contact the local licensing office at 512-834-3426 or the child abuse hotline at 1-800-252-5400 for more information.

### Health Checks

As children arrive, CDC staff will greet your child and check for breathing difficulties, severe coughing, discharge from the nose or eyes, changes in skin color, bruising or swelling, and look for sores, rashes, and cuts throughout the day. At this time, guardians should let drop-off staff know of any marks, bruises, or injuries that may have occurred outside of care. The child will be checked by a hug, gentle feel with the child's cheek, forehead or neck to see if the child feels unusually warm or cold and clammy. At times, guardians may be asked about changes in the child's sleep, eating and drinking, toilet habits, mood and behavior at home.

Our goal is to keep all of our children as healthy and injury free as possible. The administrative staff will make the decision to send a child home based on Child Care Minimum Standards and the CDC Handbook.

### Gang-Free Zone

The CDC and all child care centers are gang-free areas, as a result of House Bill 2086 that passed during the 81<sup>st</sup> Legislature, Regular Session, Chapter 42 of the Human Resource Code, including section 42.064, and effective September 1, 2009. The gang-free zone is a designated area within 1,000 feet of any child care center. For more information about what constitutes a gang-free zone, please consult sections 71.028 and 71.029 of the Texas Penal Code. The purpose of gang-free zones is to deter certain types of criminal activity in areas where children gather by enforcing tougher penalties. Section 71.01(d) of the Texas Penal Code defines a criminal street gang as "three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the omission of criminal activities.

### CPSC Recalls

Bulletins and notices are issued by CPSC regarding recalls and unsafe consumer products, including children's products at the United States Consumer Product Safety Commission website



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at [www.cpsc.gov](http://www.cpsc.gov). The child development staff receives notices via email and they are reviewed by staff to ensure that a diligent effort has been made to remove any children's products from the center that have been deemed as unsafe for children's use.

### Guardian Cell Phone Use

Please refrain from being on your personal cell phone when dropping off and picking up your child from the CDC. Your child is excited to see you and your child's teacher may need to talk to you, and this is difficult if you are talking on the phone when you arrive. Your child and your child's teacher deserve your attention when dropping off and picking up.

### Independent Babysitting

Taylor ISD CDC does not refer, recommend or endorse any employee, and shall be held harmless in any situation, where an employee may independently babysit outside their regular work schedule on or off the Taylor ISD CDC campus. Staff members are not acting as agents of the school when babysitting for families.

### New Beginnings Routine

Starting in a new setting can be an exciting experience for a young child and their guardians. However, it can also create anxiety; this feeling is a normal reaction. Because children often sense guardians' apprehension, it is important for both guardians and children to be comfortable with the center and the new routine. We are happy to help you and your child through the orientation period as necessary. Although we do not have a formal trial period, please recognize that it may take 2-3 weeks for your child to adjust to their new routine.

### Daily Procedures

1. Notify caregivers at drop-off or any marks, injuries, or bruises that may have occurred outside of care.
2. If a child is in diapers, please provide enough disposable diapers, diaper cream, and wipes for an extended period of time.
3. We have comfortable rocking chairs and you are welcome to come and breastfeed your child as needed. If you prefer, you can bring breast milk for your child in bottles or bags. You have the right to breastfeed or supply breast milk for your child while in our care.
4. If your child is on formula, prepare enough bottles of formula to last the day.  
Child Care Regulations requires that all bottles, cups, and food be labeled with your child's name. Please also label all bottle caps and pacifiers.



5. Cereal and baby food must be brought by the guardian. Cereal cannot be served in a baby bottle unless a doctor's note is provided. Medication or vitamins cannot be served in a bottle or cup.

6. **Two or three complete changes of clothing**, including socks, should be available every day for all children. Bring extra sets of clothing and shoes for children potty training. Putting each of your child's complete change of clothing in a Ziplock bag labeled with your child's name is a great help for their teachers. Check their bags often to see if clothes are needed.

**\*\*THE CDC HAS A POTTY-TRAINING POLICY; PLEASE SEE THE POTTY TRAINING ADDEDNDUM\*\***

7. Dress your child in comfortable play clothes. We will be painting, playing outdoors, playing in sand and water, and having loads of fun.

**8. Label all of your child's items with your child's first name and last initial.**

9. Your child must be signed in and out every day on the daily sign in log. We will be using the sign in and out daily log in the case there is a fire or another emergency to make sure all children accounted for.

10. Birthdays and special occasions are important times in every child's life. Guardians are welcome to send items for special occasions. Please make arrangements with your child's teacher/administrative staff.

11. Sometimes it is important for a child to bring a security item from home to school. If security is the reason for bringing a very special item to school, then feel free to do this.

12. Aggressive or uncontrollable behavior can be a very serious occurrence with children. At all times the staff and the director work with the child to discourage unacceptable behavior. Guardians will be asked to assist in interventions to help the child. If unacceptable behavior continues and threatens the safety of the child or the other children, the child may be sent home for the day or subject to dismissal from the program.

13. Texas Workforce Solutions: Child Care Services currently accepts applications to assist families with the cost of child care. The Taylor ISD CDC accepts Child Care Financial Assistance from Workforce Solutions.

Visit them online at [www.workforcesolutionsrca.com](http://www.workforcesolutionsrca.com) to see if you qualify for help.

14. The policies in the handbook describe the operational policies for the center.

When or if there is a policy change, guardians will be notified. Guardians are encouraged to contact the director by phone or email to set a time to meet with the director to discuss any questions or concerns regarding any policies or procedures of the Taylor ISD Child Development Center.





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## Taylor ISD Child Development Center

### Guardian Code of Conduct

#### Cursing/Swearing

Guardians and visitors must understand young children are present in our building. Some adult language is not appropriate for young children and some adults. Taylor ISD Child Development Center prohibits offensive words on our premises, this includes but is not limited to, swearing or cursing. Please also be mindful of music that may be heard from your vehicle when in our parking lot.

#### Threats and Confrontations

From time to time, guardians may have questions about their child's care and education. Taylor ISD Child Development Center promotes open communication and discussion. We expect guardians to handle disagreements in a calm and respectful manner.

Threatening staff, children, or other guardians will not be tolerated. Taylor ISD Child Development Center has the right to terminate care in the event of disruptive behavior from any guardian or visitor. In order to maintain safety, all threats will be taken seriously. In addition, all threats will be reported to the appropriate authorities and will be prosecuted to the fullest extent of the law.

#### Discipline and Guidance

Taylor ISD Child Development Center must follow particular rules on discipline and guidance as outlined in the Texas Minimum Standards for Child Care Centers. All adults, including guardians must follow these rules while on our property. Regardless of a guardian's personal belief on corporal punishment, failure to follow our discipline and guidance rules may lead to immediate termination of care. Please refer to our policy on discipline and guidance for further explanation of our expectations.





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### Use of Tobacco Products

Per the Texas Department of Health and Human Services, the use of tobacco products is strictly prohibited on our premises. This includes, but is not limited to, cigarettes, vapor devices and chewing tobacco.

### Safety Practices

Taylor ISD Child Development Center has policies and procedures in place to maintain a safe environment for all children, staff and guardians. Safety practices must be followed by all individuals on our premises. Violation of our safety policies may lead to immediate dismissal from our program. We ask that guardians be mindful of safety practices at all times. This includes, but not limited to, allowing children to enter or exit the building unsupervised, allowing children to run in the hallways, opening the secured front door for unknown individuals, and being mindful of personal belongings brought into the center during drop off and pick up time.

### Violation of Confidentiality Policy

Taylor ISD Child Development Center takes the responsibility of maintaining the confidentiality of all persons associated with our school very seriously. Guardians need to be aware of the confidentiality of all children, families and employees, not just their own. Any guardian/guardian who shares any information considered to be confidential, pressures employees or other guardians for information which is not necessary for them to know, may be considered in violation of the Confidentiality Policy and may be dismissed from the program.

**Please sign the statement provided on the next page in the enrollment packet  
acknowledge your receipt of the handbook and your agreement with the handbook and  
return the page to the center director or your child's teacher.**



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**I have read and agree with the policies and the handbook of the Taylor ISD Child Development Center.**

- I agree with payroll deduction for my child's tuition each month.
- I agree with payroll deduction from my check to pay for fees assessed for child care after the closing time of 5:00PM.
- I understand I am required to sign in and sign out my child each day they attend the CDC.
- I understand that during Early Release Days, the CDC might close 1 hour after teachers are allowed to leave their campus duties.
- I have read the CDC Emergency Operations Plan above and understand the relocation plans in case of an emergency. I understand I will be notified by campus if by slight chance an emergency evacuation would ever happen.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

*Please sign and return to your child's teacher or to the director.*