



TIGER LEARNING CENTER

Family Handbook and Operational Guidelines

Welcome

We welcome you to the Tiger Learning Center. We are honored that you have selected us to care for and educate your child. You are always welcome to come and visit the center and your child's classroom at any time. We have an open-door policy. Please let us know if your contact information changes immediately. You may do so by emailing the director at pflores@rockdaleisd.net

Mission Statement

Our mission is:

- To provide quality child care for the children of employees of Rockdale ISD
- To make a positive difference in the child's life
- To provide school readiness: socially and academically

Goal

The goal of the program is to provide quality developmental care for children of the staff of Rockdale ISD.

Philosophy

The program focuses on providing a safe and nurturing environment that meets the developmental needs of the children enrolled. Each child's individual growth is cherished as the program provides optimum development in all areas of physical, social, emotional and intellectual growth. This program is designed to allow children to learn through play, to explore the environment, to develop problem solving and personal interaction skills, and to be creative through a variety of experiences while feeling secure and supported.

Performance Objectives

Performance Objective 1: Tiger Learning Center will implement systems of continuous educator improvement to recruit, support, and retain qualified teachers and directors.

Performance Objective 2: Tiger Learning Center will ensure that all children have a foundation for success.

Performance Objective 3: Tiger Learning Center will provide strong communication of student performance.

- Increase parent participation in program activities by providing more structured opportunities for planning and input.

Licensing and Standards

The Tiger Learning Center is licensed by the Texas Department of Family and Protective Services (DFPS) and must abide by the standards and regulations set forth by this agency. A full text copy of the Child Care Minimum Standard Rules may be obtained on the Internet at:

http://www.dfps.state.tx./Child_care/About_Child_Licensing/.

All parents have the right to review all current inspections conducted by the DFPS, and Rockdale Fire Department, the Milam County Health Department, and any other inspections as may be required for the operation of a child care center. To review these documents, please contact the center director. From time to time, the child care center is required to post such inspections in an obvious location for parents to review. Should this be the case, the childcare director will post the appropriate inspections on the bulletin board inside the Tiger Learning Center.

Research demonstrates that the caregiver-child relationship is the single most important component of a child's experience in care. The supervision of a child by the caregiver is fundamental to the prevention of harm and to safe-guard the well-being of the child. All caregivers receive mandated training to equip them to protect the child as best as possible. As required by law, any suspicion, knowledge of, or evidence of abuse, exploitation, and-or neglect will reported to the Child Abuse/Neglect Hotline and to the Tiger Learning Center administrators immediately.

Important Contact Numbers

Emergencies-911

Tiger Learning Center: 512-430-6012

Pieda Flores: 512-430-6012

Tiffany Whitsel, Operation Administrator: 512-430-6000

Local Child Care Licensing Office – 979-731-0118

Texas Department of Family and Protective Services (local office) 512-388-6215

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

Child Abuse/Neglect Hotline 800-252-5400

<http://www.txabusehotline.org>

Location

The Tiger Learning Center is located on the Rockdale Elementary School campus at 625 W. Belton, Rockdale TX 76567.

Hours of Operation/ Emergency Closing

The Tiger Learning Center follows the RISD calendar (August through June). Our center operation hours are 7:00 to 5:00 pm. Children should arrive no earlier than 7:00 am, nor be picked up no later than 5:00, as late charges will accrue. Child care will be available for staff development days and other workdays in which district employees are required to work. If the school district cancels classes, the child development center will be closed as well. On early release days, the center closes at 1:00. In the event that the Tiger Learning Center experiences an occurrence of power outage, then, according to the guidelines of Texas Department of Family and Protective Services, the Tiger Learning Center will close for that day or for the period of time the center is without power. We will notify you as soon as we are aware of the situation.

Holidays and Vacations

The Tiger Learning Center is a department of RISD. Therefore we follow the RISD school calendar. We close when the district closes for bad weather, emergency conditions and early releases. Non-Rockdale IDS employees whose children qualify for the program through a relative, please note the Rockdale ISD School holidays in advance, so that other child care arrangements may be made for your child.

Nondiscrimination Policy

Applications for enrollment are accepted without regard to race, religion, ethnicity, gender, or national origin. All children will be served with reasonable accommodations as requested in writing by parent or health-care professional on a case by case determination of appropriateness and availability of staff. The center does not have the staff available to provide care for children who require one-on-one attention, or who have needs beyond the physical capabilities of the center. Therefore, children who have uncontrollable behavior will be removed from Tiger Learning Center. This determination will come from the director's classroom observations of the child, along with the teacher's documented reports regarding the behavior. The Tiger Learning Center will give the parents two weeks to find alternate child care from the date of notification.

Gang Free Zone

This statement is to inform parents that under the Texas Penal Code, any area within 1,000 feet of a child care center is a gang-free zone, where criminal offenses related to organized criminal activity are subject to harsher penalty.

Safety

To ensure safety for the staff and children, access to the building is limited to the front door only. We have security access available by ringing the doorbell. No one is allowed entry unless they are buzzed in by the director or staff member. The door to the entrance to the elementary hallway will remain locked 7:45 through 3:00. We have a door bell and a staff member will let you in.

Involvement

As part of enrollment you are asked to complete all about me form. Information gathered will be used to plan activities for children. As well we invite family members to voluntary and contribute to our program to share their talents to the children. Thru the year we have opportunities for families to join us in program related activities, holiday and other special occasions.

We strongly encourage parent involvement. We appreciate parents:

- Sharing cultural customs, hobbies, special interest or expertise with the children
- Helping plan both class and family events
- Volunteering during classroom activities
- Reading to children in the classroom
- Participating in outdoor classroom activities
- Telling us how you would like to help.

Open Door Policy

Parents are welcome and encouraged to visit Tiger Learning Center anytime during the day. Phone calls are welcome as well. The best time to call is naptime when teachers have time to focus on your call. If the teacher is busy with children, your call will be returned during naptime. We welcome comments, concerns, or suggestions.

Complaints and Concerns

Usually parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or director. For those complaints and concerns that cannot be handled so easily, the RISD school board has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. A copy of this policy and complaint forms may be established in the director's office or on the district's website at www.rockdaleisd.net. Should a parent or student feel a need to file a formal complaint, the parent should file a district complaint form within the timelines established in policy FNG (LOCAL). In general, the parent should submit the written compliant form to the director. If the concern is not resolved, a

request for a conference should be sent to the district administrator. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Volunteers and Visitors

Parents, family and community members are always welcome to volunteer. To ensure the safety of children and staff in our program, all visitors and volunteers, follow strict guidelines and are expected to sign in the visitor log and show an ID. Regular classroom volunteers must complete Background Record Checks and FBI fingerprinting annually and complete and orientation run by the director. Family members sharing special abilities, skills and interests with the children expands their knowledge of other beliefs and cultural backgrounds.

Posted Information

There are many postings with information posted on the left side entering the building. Please take time to read these as they may contain essential information for you and your child. Parents are responsible for checking daily notices. Notes from caregivers or the director, newsletters, information about upcoming events, etc. will be given to the parents.

Parental Notifications

General notifications and information for parents may be made on the bulletin board, through email, by postal mail, by phone, or through hand-delivered exchange at the Tiger Learning Center. TLC also uses Parent Square. Posting may also be posted at the entrance door.

Emergency Preparedness

An emergency preparedness plan is available for review by parents 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 are updated annually. Tiger Learning Center follows all drills and Rockdale Elementary School.

Child's Attendance

Parents should call the designated number by 8:30 a.m. if their child will be absent. If your child will be coming in late parents must call the center by 8:30 a.m. The latest that your child can attend will be 9:00 am.

Arrival and Departure

The transition period from home to school is an important time of the day, so please allow a few extra moments to help start the child's day. Transitioning a child into the classroom will be easier if ample time is allowed to put away coats or supplies, sign in and say 'good bye' without rushing.

Upon arrival in the classroom, the sign in/out sheets must be completed and information shared with the caregiver to help in planning the child's day. It is important to complete the sign in/out sheets because staff members use these sheets to double-check daily attendance in the event of an emergency.

Also during arrival, staff will complete a quick visual health check of the child, with the parent. If there are any issues or concerns, then a health check form will be completed and initialed by the parent. If the parent knows of any bruises, injuries or other concerns prior to coming in that day, then that information should be disclosed during this health check. This will allow the teacher to document these items on the child's health check.

Each morning parents of infants and toddlers are to fill out the Parent section of their child's daily report. Infants 0-12 months should fill out a monthly nutrition form as well.

When dropping off a child in the infant room, parents are to wait for the teacher at the wait here mat to greet you. This is for the safety of the children.

Departures at the end of the day need equal attention. Be sure to check the child's cubby for important announcements, art work, soiled clothing and other items that need to go home.

For safety and security reasons, staff will limit the number of people walking through the infant and toddler classrooms. Younger children are sometimes frightened by a lot of activity or too many people in a classroom. Also, staff must be very careful that small children who play on the floor are not accidentally stepped on or injured by other children and adults. During pick up time, parents are asked to wait for the teacher at the wait here mat to communicate with you about the child's day.

Parents with more than one child enrolled should first take the oldest child to their classroom and then take the youngest child to this classroom. In the afternoons, first collect the youngest child, then, go to the oldest child's classroom.

Older siblings may not be left unattended outside the classroom while parents take infants and toddlers into their rooms. This means that you cannot leave other children in the care when picking up your younger children. This is a direct violation of Texas Minimum Standard Rules for Day Care Centers.

Idling Vehicles

Tiger Learning discourages idling vehicles in our parking areas, except vehicles that need to idle in extreme heat or cold to maintain interior or engine temperatures.

Release of Children Procedure

Parents are to designate on the Enrollment Form contact persons who are allowed to pick up their child. The caregiver will not release a child to anyone other than the parent or the

designate on the Enrollment Form. Parents should make sure their lists are always up to date, and also notify the director of any changes in writing.

A Child Release Form must be completed before staff will release a child to anyone other than parents or legal guardians. Anyone sent to pick up a child must be on the list and will be required to show a driver's license or a state issued photo identification. If deemed necessary, the director or caregiver may take additional steps to verify by calling parents at the time of pick up for additional information before releasing the child.

A copy of the identification will be kept in the child's file. If the caregiver recognized the person as someone who regularly picks up, then only Child Release Form will need to be completed.

Under the laws of the state of Texas both parents have the right to pick up their child, unless a court document restricts that right. An enrolling parent who chooses not to include the child's other parent on the authorized pick-up list must file an official court document (for example; current restraining order, sole custody decree, etc.), absent that document, the center may release the child to either parent, provided that parent documents his paternity/her maternity of the child.

Please remember to hold your child(ren)'s hand when leaving the building. **Children will not be released to anyone under the age of 18 years or to anyone appearing to be under the influence of alcohol or drugs.**

Late Pick – up Charges

Parents who pick up their child after the 5:00 p.m. closing time will be charged late fees. The time will be determined according to universal cell phone time at a rate of \$2.00 per minute. Your child will not be allowed back into the classroom until the late fees are paid. In the event of an emergency, which prevents a parent from picking up their child on time, we recommend that you use one of your contact pick up persons in order to avoid late fees.

Dress Code

Please dress your child appropriately for school activities. Children will be involved in activities that can be considered "messy", but are conducive to learning. We do not want your child to worry about his clothing when participating in these developmentally appropriate activities: painting, water play, outdoor play, etc.

Our center's preference for children's footwear is sneakers (tennis shoes). Sneakers provide a safer play. Boots, hard-soled shoes, flip-flops and sandals are dangerous when using outdoor play equipment.

Also, children play outdoors at least two times each day when the weather permits. Therefore, it is necessary for them to be dressed appropriate for seasonal weather changes. In winter, children should have jackets or coats, caps, and gloves that are labeled with their name.

Because of spills, accidents and other mishaps, an extra set of clothing is required to be kept at Tiger Learning Center at all times. If clothing is sent home soiled, you must send a clean set in the following day. Replace clothing when seasonally.

Support Services

A list of resources for child and family support services is available upon request in the Director's office. Some examples of services include: WIC, TWC, Place of Hope, and Health center.

Enrollment Information

The Tiger Learning Center enrolls children six weeks of age through five years old. Enrollment in the child development program is open to all Rockdale ISD employees. Priority will be given to children whose parents are employees. If space is available, then children of grandparents, nieces, nephews, cousins may submit an application.

In order to enroll a child, a completed registration form along with registration fees must be submitted to the director.

The Tiger Learning Center enrollment is held every spring. If the child has not been accepted for fall enrollment of the next school year, the parent will be notified via email or letter. When the enrollment is finalized, the caregivers will contact the parents providing information needed for the upcoming school year.

Parents will have access to the Tiger Learning Center Parent Handbook & Operation Policies. Parents may opt to receive a hardcopy, or they may access the handbook online. The handbook describes the operational policies of the center. When or if there is a policy change, then parents will be notified. These updates will be posted on the parent information board.

These items must be completed by parents:

Enrollment information

Employee payroll deduction

Infants Back to Sleep

Family Questionnaire Form

Signed Parent Contract from Handbook

Authorization for Application of Topical Products

Parent Orientation Checklist

Registration Fee

There is a \$100.00 non-refundable registration fee which is due upon registering your child each year. This fee hold placement on the wait list, and will be applied as the registration fee once the child is enrolled. This fee is applied toward the monthly tuition. Requests for registration refunds for extenuating circumstance will be reviewed on a case by basis. Requests will tracked internally to ensure consistency.

Wait List

The Tiger Learning Center will enroll the maximum number of children in each age group and, then begin a wait list. All applications that we receive are date and time recorded. This is done to make certain and deep an account of who is next in line on the waitlist. The staff cannot determine exactly how long that wait might be. The center director will monitor the wait list and contact the next person on the list as space becomes available.

Tuition

Tuition is \$30 a day for infants (6 weeks to 18 months) and \$25 a day for toddlers/preschoolers. There is a \$5 a day reduction for the 2nd child in the same immediate family. We accept Child Care Services (CCS) payments through the Workforce Commission and will assist applicants with the application process.

These amounts are payroll deducted over eleven month period (August – June) of each year. If a child enrolls after the beginning of the academic calendar, child care fees will be prorated for the first month of enrollment and will be based on the child's first day at the center. Late enrollees' (December and after) payroll deduction will begin the same month that the child enrolls.

The district does not credit any portion of the tuition nor are there refunds in cases of absence due to illness, vacation or any other reasons. The full monthly tuition will be charged.

If your tuition is paid monthly by a method other than payroll deduction, payment is due on the first business day of the month. Late payments and returned payments will be charged a \$25 fee. If payment is not received one week after due date, your child may not return to the center until payment is complete. This situation must be handled by the administrators on a case by case basis.

Withdrawal from Center

A two week notice is required prior to withdrawing a child. If a child withdraws from the child care program prior to the end of the academic calendar, the last month of enrollment will be prorated provided two week's written notice has been given.

Confidentiality and security of Records

Tiger Learning Center will maintain the confidentiality of all children's records including assessments and screenings. Administrators, educators, therapist and other professionals that are directly involved with the child may have access to the records on an as needed basis. Written consent must be received prior to releasing any information or photographs to outside entities, except for authorized state and federal agencies. Parents/legal guardians have access to their child's file upon request. All files are stored in the file cabinet in the director's office.

Photos and Videos

Snapshots and videoing of the children are taken from time-to-time for displays and advertising. You are given an opportunity upon enrollment to approve or disapprove for us to photograph your child. All safety precautions are put into place when we use these photos.

Screen Time

Children do not watch TV at the center. Occasionally children do watch education videos on the computer in the classroom.

Birthdays

Individual birthday celebrations are encouraged! We have designated snack time at 2:45 to celebrate your child. If parents wish to provide party favors, please let the teacher know at least one week in advance. Food items must be purchased from the store in a sealed box or package.

Field Trips/ Transportation

The Tiger Learning Center will not be participating in field trips off site nor will the Tiger Learning Center provide transportation for the enrolled students.

Toys and Other Items from Home

The center has provided age appropriate developmental toys and supplies for your children. Children should not bring toys, money, or other items from home. This policy prevents hurt feelings and lost or broken belongings. If a child is in a classroom with a regular Show-n-Tell time, the teacher will set guidelines as to what sort of items may be brought and how they will be handled in the classroom.

Outdoor Play-Weather-Temperature Guide

Young children need regular opportunities for outdoor play. The staff schedules outdoor play at least twice a day 10 am and 4 pm. July and August the children will go outside 9:00 through 9:45. Children must come to school healthy enough to be able to participate in outside play. We are unable to provide separate supervision arrangements for children who are unable to go outside for play. Non-walking children will be outside only when the ground is dry and the temperature is above 50 degrees. Walking children will go outside if the temperature is above 45 degrees, but not over 100 degrees Fahrenheit or heat index 100 degrees. Children may be outside any time it is dry, sunny and windless. In the warmer weather, outside play may be limited to 30 minutes or less and care will be taken to ensure that children are playing in the shade and getting adequate supplies of water. In colder weather, children will receive at least 20 minutes of outside play. The benefits of physical activity for the children it strengthens children's bones, muscles, hearts and lungs. Improves children's coordination, balance, posture and flexibility. Helps children stay at a healthy weight. Some activities that your child may enjoy are running, races, games, bubbles, reading time out, and planting etc. Each classroom has their own playground. Preschool is the 1st one, toddlers the 2nd one and infant is the 3rd one. We recommend that you dress you child in appropriate clothing and tennis shoes. This will allow your child to participate freely and safely in physical activities. When extreme weather conditions prohibit the children to go outside the children will have 30 mins of inside physical activity by playing games in the hallway.

Accident and Injury Reporting

The Tiger Learning Center staff will inspect the children's indoor and outdoor play areas regularly for unsafe conditions and will report these hazards observed to the director.

All buildings at the Tiger Learning Center have trained staff in Rescue Breath, First Aid and AED. Although caregivers are trained to be alert, sometimes accident happen when children play or have a disagreement with a playmate. The Tiger Learning Center does not call for most minor injuries. If that occurs, minor bumps and bruises will be cared for by the caregiver or school nurse and the parent will receive a copy of the Incident Report. If a serious injury should occur, the parent will immediately be notified and EMS will be called. With all injuries to the head, whether consider minor or not, the parent will be notified immediately.

Reporting suspicion of abuse and/or neglect.

Texas state law requires anyone who suspects child abuse or neglect to report those suspicions to the Texas Department of Family and Protective Services (DFPS) or to a local law enforcement agency. Always call law enforcement first and then the Texas Abuse Hotline second if you suspect that there is an immediate threat of harm or death to a child. Any person making a report to DFPS is immune from civil or criminal liability as long as the report is made in good faith. The report's name is always confidential and will not be provided directly to the accused person by a DFPS employee. There are circumstances under which DFPS is required to disclose a reporter's on Confidentiality for more information. A person who suspects child abuse or neglect, but fails to report it, can be charged with a misdemeanor or state jail felony, Remember, reporting suspected child abuse or neglect makes it possible for a child to get help.

TLC policy states the procedure for reporting child abuse and neglect is for staff to report ANY suspicions of child abuse/neglect immediately to their Director. Please note that staff who report suspicions of child abuse/neglect are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm.

You may report suspected abuse or neglect of children by calling the child abuse hotline at 1-800-252-5400.

If a staff member is accused of abuse or neglect of a child in the center, the following procedures will be followed.

1. Listen, take notes, question, and generate specifics
2. Immediately question staff
3. If abuse is suspected, we would
 - a. Call children's Protective Services
 - b. Immediately place all staff suspected of involvement on administrative leave without pay until outcome of investigation(s).
4. If, in our opinion, the charge of abuse is unwarranted, we would
 - a. Confront parents with our findings and ask parents if they were satisfied or wanted further involvement by others.
 - b. If not further involvement is wanted, we would ask parents to sign a dated written statement to the effect.
 - c. If parents are not satisfied we would call Children's Protective agencies.

These procedures are in place to protect both the rights of the accused staff person and the children in our center.

Curriculum and Assessments

Providing a well-balanced, child-centered approach to curriculum development will be priority of this program. The curriculum approach will have a strong emphasis on language and literacy development. Planning will be derived from teacher's observations of children, developmentally appropriate practices, and informed understanding of sound early childhood theory. A healthy balance between child-directed and teacher-directed activities will be accomplished thru the following goals:

- Using developmentally appropriate practice as a guide, the child care staff will monitor and select activities according to the ages and abilities of the children within a group.
- Strong phonemic awareness and preparation for reading and writing readiness will be evidenced in activities that promote singing, rhyming, finger plays, proper use of language and communication skills, magnetic letters, creative storytelling and story invention, use of puppetry, big books and other opportunities that promote creative thinking processes and encourage children to explore their own language abilities.
- Development of math concepts and emerging math skills such as sorting, ordering, counting, use of manipulative, labeling, classifying, measuring, pouring and estimating will be included in daily planning.
- The child development center will routinely include activities that foster appreciation for the fine arts with activities that encourage children to express themselves physically and artistically, represent feeling and ideas, and acquire fundamental concepts and skills achieved through art appreciation, music and movement.
- Emphasis will be placed on social and emotional development as it relates to helping children learn socially acceptable behaviors and strong interpersonal skills to support friendships, self-esteem, positive, self-worth and develop a comprehensive understanding of how to work in small groups and independently.
- Planning will include opportunities for sensory and motor experiences such as sand and water play, dancing, movement and rhythm activities, play dough, cooking, woodworking and other hands-on-activities.

Assessment of children's learning is essential to appropriate planning. Observing, recording and documenting children's successes and areas for growth will be the basis for variety of education decisions that affect planning for groups as well as for individual children. The child development staff will meet with parents to discuss children's individual milestones achieved and to set goals for continued success.

The Center utilizes a number of resources to prepare lessons, activities, and learning opportunities for children. The resources include:

* Frog Street Curriculum for Preschoolers, Toddlers, and Infants

* Texas Infant/ Toddler Early Learning Guidelines and Texas PreK Guidelines

* Individual teacher resources and experiences

If any child enrolled in care has documentation of an identified learning disability or development delay, parents will be required to provide documentation. Lesson plans will be written with the following goals in mind:

- Current theme or focus
- Individual child's learning goals and objectives
- Classroom group learning goals and objectives

Process of Assessment

- Conditions/environment- Children will always be assessed individually, in their daily, natural environment by their classroom teacher(s). At no time will children be formally tested using any unpublished unprofessionally administered tool by a member of the teaching staff. Our belief is that children should be observed and observations recorded during the styles, and are aware of their unique, individual needs and interests.
- Timelines- Observations are conducted daily. Teachers use daily observations forms and anecdotal notes to record significant information about children including developmental tasks, learning objectives, behavior, language and communication and self-help skills. Our assessments are do beginning of October and mid-March.

Procedures for Assessment

- Teachers are trained to use the Frog Street. Throughout the year staff attend ongoing training to further their knowledge and understanding of assessment methods and tools. Both face-to face and online learning modules are used to provide ongoing professional development opportunities. Documentation of training certificates are maintained in the administrator's office.
- Developmental checklists will be used throughout the year in each classroom. In the infant and toddler classrooms, developmental checklists will be used monthly. (CDC-Centers for Disease Control – Milestones of Development Checklists)

Purposes and Uses of Children's Assessments:

- The main purpose of assessing children is to plan for their learning. Results of the daily observation, developmental checklists and formal assessments will be used to inform teachers of the child's social, emotional, cognitive, physical, and language development. Assessments and observations also provide information that allows teachers to adjust their teaching strategies in order to meet the needs and interest of the children.

Additionally, lesson planning for the classroom as a group and for each child individually will be planned using the results of the informal and formal assessments. Secondly, results of children's assessments will be used to make improvements to the overall program at Tiger Learning Center.

Family Participation, Involvement, and Communication:

Each family will be informed of the results (in writing) of the Teaching Strategies Gold assessment conducted with their child after each assessment time frame (September and March). Families will be offered an opportunity to meet with their child's teacher(s) during a conference time to discuss the results, identify strengths, and to discuss building on areas of strength. Also during this conference period, families are encouraged to discuss concerns that they regarding their child's development and plan for their child's learning needs. We believe that through cooperation, partnership, and effective communication each child will have the opportunity to grow, thrive and reach their upmost potential. If at any time you would like to make an appointment to speak to the center director or your child's teacher to discuss the assessment procedures for children at Tiger Learning Center, please let us know. We want the process of assessment to be a rewarding experience for you, your child, and your family. Our center works very closely with local early childhood intervention programs like the early childhood intervention programs at the school districts. If a developmental issue is noted, a referral may be given to those with the permission of the parent.

Confidentiality:

Each assessment whether online or paper/pencil will be kept confidential at all times. Assess to children records are limited to the child's teacher(s), parents or guardians, and the center administrative staff. Staff and Administrators will adhere to the NAEYC Code of Ethical Conduct at all times in regards to conducting assessments, sharing information, maintaining confidentiality.

Tiger Learning Center strives to keep infants, toddlers, and twos together with the same teaching staff for at least nine months.

Tooth brushing

All classrooms brush teeth daily after lunch. For infants, teachers will use a clean washcloth with water to brush teeth or wipe the infant's gums. Toothpaste is not used during tooth brushing. We practice this method using only water. Please do not send toothpaste with your child. Our goal is to brush or wipe off food residue to prevent tooth decay.

Meals and Snacks

Proper nutrition is a big part of a child's day. Healthy snacks and meals are provided each day. It is the center's policy to encourage children to learn to eat properly and to try new foods. Children will not be forced to eat anything they do not like. When the cafeteria is closed parents are to provide meals and milk for their child. Parents will be notified in advance. All food brought from home must be labeled with your child's full name. Simply labeling the child's lunch box/bag is not sufficient. We do have a refrigerator available. Home meals should also meet USDA requirements. The meal should include a protein, vegetable and fruit. Sample of a healthy menu is available at your request. TLC does not permit children to share or exchange food items.

All meals that are served at TLC meet CACEP guidelines. In addition to meeting nutritional needs, meals and snacks these are opportunities for teachers to sit with the children and engage in conversation also promoting good manners, and habits. Parents are always welcome to join their children for meals times. Liquids and food hotter than 110 degrees are kept out of reach of children. Staff cut foods into pieces no longer than ½ in square according to each child's chewing and swallowing capability. Water is always available to each child at every snack, mealtime, and during and after active play. Seconds is also available for the children if they wish to have more.

For the safety of your child, parents are required to provide notification, in the form of a doctor's note, of any allergies (food or otherwise), with instruction for treatment should a child have an allergic reaction. If a child is on a special diet, he will need a physician's statement that will be placed in the child's file. For any special dietary requirements, please bring in documentation from a health care provider and speak directly to the center director. The district food service program will, also, need a copy of any documentation of food allergies. This is a requirement.

Breakfast will be served at 8:00 to 8:45. A hot lunch is served daily at 11:00 to 11:45, and the afternoon snack is between 2:45- 3:00, after nap (12- 2:30).

Your monthly tuition includes these meals for children capable of eating "table" food. Parents must provide formula, water, and baby food for infants. All menus can be accessed on our webpage or you can find it posted on the Parent Information bulletin board.

For infants consuming breast milk:

Parents may bring breast milk that is labeled and in appropriate containers for storage. Breastfeeding on site is available for your convenience.

Written feeding instructions must be provided by parents upon enrollment and updated each month or as the child's feeding requirements change. Staff will complete a daily chart for each child detailing for the parent what the child ate, when, and how much.

- Mother will be supported by providing a place for nursing mothers to breastfeed and by coordination feeding routines in child care with mother's schedule.
- For any bottles or bags of breast milk, each must be labeled with the child's full name, date, and time milk was expressed.
- When preparing breast milk staff must use gloves.
- Use the oldest date first (breast milk).
- Breast milk must be served at room temperature.
- Any contents remaining in a bottle after feeding will be discarded. If the feeding has taken over 1 hour to complete or the bottle has been un-refrigerated for 1 hour, the milk should be discarded.

For infants consuming formula:

- Formula will be prepared according to the directions on the container.
- Parents must provide formula.
- Child's name should be labeled on formula container.
- Child's bottle should be labeled with child's full name.
- Bottles should be capped
- Any contents remaining in a bottle after feeding will be discarded. If the feeding has taken over 1 hour to complete or the bottle has been un-refrigerated for 1 hour, the milk shall be discarded.

Additional Requirements

On days that the center provides meals, prepared food that is brought into the program to be shared among children is commercially prepared or prepared in a kitchen that is inspected by local health officials.

Naps

Children require short rests during the day to keep up their energy level. After lunch is the official naptime. Children are not required to sleep, but they are required to remain quietly on their mats. Mats are furnished. However, children are permitted to bring two sets of covers for the mat if the parent chooses to bring one to along with a blanket (a must). No

pillows. Mat covering and blanket will be taken home each Friday for washing and are to be returned the following Monday. Nap mats are allowed. The extra set of nap covering will be kept at the center for possible accidents, or if the parent forgets to return the set that was sent home. Naptime supplies are due on the first day that the child attends the Tiger Learning Center.

Infants Sleeping Policy

Unless otherwise ordered by a physician, infants younger than 12 months are placed in a crib on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission. After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.

If infants arrive to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep, care giver is to remove the infant and place in appropriate infant sleep equipment.

Caregiver must place infants younger than 12 months on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician.

Pillows, quilts, blankets, comforters, sheepskins, stuffed toys, and other items are not allowed in cribs or rest equipment under than 12 months. Wedges may be used only with a doctor's authorization.

Biting Policy

Biting is a normal stage of development that many young children experience; and is due to various reasons independent of each child. The caregiver's role is to evaluate the classroom environment, supervise each child's behavior patterns closely, and keep open lines of communication with the parents concerning this behavior. Although, we will partner up with the child's parent to work as a team in finding an approach for this undesired behavior, if within the designated agreed upon timeframe we are unable to rectify the situation we will need to consider terminating child care services. It is our responsibility to make sure all children in care are safe and protected.

Although, each situation will be evaluated individually, based on the age and extenuating circumstances the child is experiencing, our basic plan of action to minimize biting will be as follows:

- Discuss the biting policy during enrollment and provide the written policy to all families

- Chart every occurrence, including attempted bites(which is an intercepted bite), the location, the time, the behaviors precedent to, the staff present and the conditions of the environment
- Notify the parents in the involved classroom that there is a biting issue and the procedures to be followed
- Shadow the child who bites (although, there are occasions throughout the day that limits staff to monitor every movement of the child)
- Provide reading materials, when needed and/or requested by the parent
- Meet with the parents of the child who bites to develop a strategy to be enforced by both parties and write a plan of action
- Consider and early transition of child “stuck” in biting pattern, if availability of room allows
- Prepare the parents of the child who bites for the possibility of removal from childcare services

Our policy for termination consideration is as follows:

- If your child bites two times on any one day, then the child who bites will be sent home for the remainder of that day.
- If any time the skin is broken due to a bite, then the child who bites will be sent home immediately
- If the biting continues and is server enough to warrant the child to be sent home several times a week or is adding undue stress on the other children or the environment, it may be necessary to terminate child care services: temporarily or permanently. This is not an action that the Tiger Learning Center desires, but a last resort to the solution.

Diapering Policy

Each classroom has a designated changing table exclusively used for changing children.

Staff must check for and change wet or soiled diapers or training pants when a child wakes up from a nap.

Potty Learning Policy

It is the parent’s responsibility to teach their child to potty. We are here to assist you with that process during your working hours. We will assist children who are ready.

Learning to use the potty is a big step in the child’s development. When he is ready to begin this step, let the caregiver know that you are beginning this process. A child displays readiness for potty learning in many ways:

- a clean diaper two or more hours,
- attempts to tell you that he wants to go potty,

- wants to wear underwear,
- or wakes up with a clean diaper from a nap.

Your child's caregiver can provide learning material for you, such as "Potty Learning" to assist you in the process when the child displays readiness. We ask that the parent initiate the learning at home and inform the caregiver when to start assisting with learning. The parent will be required to provide many potty learning parent each week for the caregiver to successfully assist with the process. We prefer learning underwear, instead of "pull-up". The child will have more difficult time learning with diaper-like learning pants (pull-ups). Most children associate the pull-ups as diapers and will feel okay to continue use these products as a diaper. With the potty learning underwear the children will actually feel the sensation of an accident and will be more apt to use the potty.

"Potty Learning" guideline will assist the parent in determining:

- *when to request your child's caregiver to assist with the learning,
- * factors that will delay potty learning,
- * The process that we will use for early learners,
- * And reasons to postpone the learning

Although these are general guidelines that we recommend, we (staff and parents) will determine on a case by case basis.

Please note: All children entering the Three Year Olds and the Four Year Old classes must be potty-learned.

The Tiger Learning Center will not enroll children into the Three Year Old or Four Year classrooms, who are not potty- learned. If a child is found to be not potty-learned after enrollment, we will withdraw the child for one month or until that development has been accomplished by a child. Your payroll deduction will be stopped until the child is reinstated. This process will continue until the child is found to be completely learned.

Our definition of potty-learned is the child goes to the potty throughout the day; the child can nap without pull-ups or diapers and remain accident free during the nap. The child has infrequent accidents.

Discipline and Positive Guidance Policy

Preschoolers are learning to be part of a social group. Juggling his or her own needs with those of the group is sometimes difficult for the young child. For this reason, the center views discipline as a time to help children learn new social skills.

Caregivers will use these techniques as discipline and guidance tools: redirection, modeling words and actions, modifying the environment or routine to better meet the children's needs or recovery time. Recovery time is removing the child from the group and placing in another area of the room or with director until he ready to return to the activity. At no time will staff use physical punishment, psychological abuse or coercion when disciplining a child. Appropriate use of restraint for safety reasons is permissible.

Parents are only allowed to discipline their own child, on the center's property, within the state licensing guidelines (see the minimum Standards for child care center, s746.2805 (1-9).

Discipline must be:

Individualized and consistent for each child;

Appropriate to the child's level of understanding: and

Directed towards teaching the child acceptable behavior and self-control.

A caregiver may 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 statement; and

Redirecting behavior using positive statements;

Using brief supervised separation or time out 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:

1. Corporal punishment or threats of corporal punishment;
- 2 .Punishment associated with food, naps, or toilet training;
- 3 .Physical punishment including:
Pinching, shaking, biting, slapping, hitting, spanking, jerking, squeezing, kicking, excessive ticking and pulling on arms hair or ears; requiring a child to remain inactive for a long periods of time;
4. Hitting a child with a hand or instrument;
5. Putting anything in or on a child's mouth;
- 6 .Psychological abuse including:
Humiliating, ridiculing, shaming, rejecting, yelling, name calling, frightening ostracism, sarcasm, making threats withholding affection, or cursing at a child;
7. Subjecting a child to harsh, abusive, or profane language;
8. Placing a child in a locked or dark room, bathroom, or closet with the door closed;
9. Requiring a child to remain silent or inactive for inappropriately long periods of time for the child age.

10. Coercion; rough handling (shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lay down, or stay down, except when restraint is necessary to protect the child or others from harm, physically forcing the child to perform an action (such as eating or cleaning up).

There will NEVER be any circumstances when it is permissible for staff to use any form of physical punishment, psychological abuse or coercion when disciplining a child. The appropriate use of restraint for safety reason is permissible.

Suspension, Expulsion and other exclusionary measures

Policy is communicated to families and staff.

Stated goal of policy is to limit or eliminate the use of suspension, expulsion and other exclusionary measures.

Policy states the circumstances under which types of exclusion may occur and steps that will be taken before a decision to exclude is considered.

Exclusionary measures are not considered until all other possible interventions have been exhausted, and there is agreement that exclusion is in the best interest of the child.

If exclusionary measures must be taken, TLC will offer assistance to the family in accessing services and an alternative placement.

Policy acknowledges that it complies with federal and state civil rights laws.

Plan for Challenging Behavior

Discipline must be:

- (1) Individualized and consistent for each child;
- (2) Appropriate to the child's level of understanding; and
- (3) Directed toward teaching the child acceptable behavior and self-control.

A caregiver may only use positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, which include at least the following:

- (1) Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior;
- (2) Reminding a child of behavior expectations daily by using clear, positive statements;
- (3) Redirecting behavior using positive statements; and
- (4) Using brief supervised separation or time out 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:

- (1) Corporal punishment or threats of corporal punishment;
- (2) Punishment associated with food, naps, or toilet training;
- (3) Pinching, shaking, or biting a child;
- (4) Hitting a child with a hand or instrument;
- (5) Putting anything in or on a child's mouth;
- (6) Humiliating, ridiculing, rejecting, or yelling at a child;
- (7) Subjecting a child to harsh, abusive, or profane language;
- (8) Placing a child in a locked or dark room, bathroom, or closet with the door closed; and
- (9) Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.

Student Standards of Behavior

1. Follow directions the first time.
2. Speak using polite language, volume, and tone.
3. Keep hands, feet, and objects to self.
4. Take care of school property and personal belongings.

Walk quietly in the hallways so as not to disturb other classes.

Staff Responsibilities

The goal of the Tiger Learning Center staff is to supervise in a warm and friendly manner in order to correct misbehavior by teaching proper behavior and expectations. Tone of voice and body language must always show concern for improvement with high expectations for behavior.

1. Students must be supervised at all times. Each and every student must be within the attentive eyesight of a staff member at all times.
2. Staff must follow the campus discipline plan at all times.
3. During recess, staff must watch students at all times.
4. Teachers must maintain continual, consistent, and documented parent contact.
5. Teachers must create a daily classroom behavior plan.

Challenging Behavior

When a child's ongoing challenging behavior must be addressed, the following policies will be observed.

- **Assess the function of the behavior**

The goal of functional behavioral assessment is to identify the function of the child's behavior—the reason or purpose why a child behaves as he/she does in specific situations. The process involves collecting information through the use of

 - direct observations
 - interviews

- record reviews(e.g., school and/or medical records, lesson plans, individualized education plans),
- behavior rating scales.

This information is used to understand patterns of the child’s challenging behavior such as

- the conditions that increase the likelihood of challenging behavior (i.e., setting events)
- what happens before the behavior occurs (i.e., triggers or antecedents)
- what the behavior looks like (i.e., the behavior)
- what happens after the challenging behavior occurs (i.e., consequences).

Once collected, the information is analyzed to determine the specific function or purpose of the challenging behavior—whether it occurs in order for the child to obtain something (e.g., attention, object, and activity) or to escape something (e.g., demands, activities, social interactions).

The process is complete when there is enough information that will lead to the development of summary statements that represent the behavior support team’s best guess or prediction as to what conditions reliably predict the occurrence of the child’s challenging behavior.

Work with families and professionals to develop an individualized plan to address the behavior.

When children exhibit or engage in challenging behaviors that cannot be resolved easily, as above, staff should:

- The primary care provider will collect documentation of the function of the behavior.
- Interventions will be developed to support findings of the behavior assessment.
- The director will meet with the primary care provider to verify that all required accommodations have been implemented and documented.
- The primary care provider will provide continuous daily communication with the director and parents of the child’s progress.
- After three weeks, the student’s progress will be reviewed with the director and parent.
 - If the student is successful, the team determines if continued interventions are needed.
 - If the student is making progress but not successful, the team determines if the current interventions are appropriate or need to be adjusted.
 - If the student is making no noticeable progress, the team determines if more intensive interventions are appropriate.
- The team will continue to monitor the student’s progress over the next several meetings, following the same process as above. Student data and recommendations are documented on the minutes at each meeting.
- If interventions are not successful after sufficient implementation or if a specific disability is identified, the team may recommend any of the following

- Assess the health of the child and the adequacy of the curriculum in meeting the developmental and educational needs of the child
- Immediately engage the parents/guardians/family in a spirit of collaboration regarding how the child's behaviors may be best handled, including appropriate solutions that have worked at home or in other settings
- Access an early childhood mental health consultant to assist in developing an effective plan to address the child's challenging behaviors and to assist the child in developing age-appropriate, pro-social skills
- Facilitate with the family communication with the child's primary care provider (e.g., pediatrician, family medicine provider, etc.), so that the primary care provider can assess for any related health concerns and help facilitate appropriate referrals.

Include positive behavior support strategies as part of the plan

All Rockdale ISD programs implement Positive Behavior Supports for address behaviors concerns. Positive Behavioral Support means that a team approach is utilized in all aspects of the support process.

When developing an intervention, address the following questions:

1. What can I do to change the behavior?
2. How can I modify or change the factors that contribute to the behavior?
3. What can I teach the child to use as a replacement behavior that addresses the same purpose or outcome?
4. How will I teach the replacement behavior to the child?
5. How can I make sure that I am NOT reinforcing the outcome of the challenging behavior?
6. How can I reinforce the replacement behavior so that it matches the function of the challenging behavior?
age.

Health (including medical and dental procedures)

Our goal is to keep all of our children as healthy and injury free as possible. However, when a child is ill, he will be isolated from the other children and allowed to rest on a mat or in their crib until the parent arrives. The director or RISD nurse will make the decision to send a child home. Center staff is concerned about the ill child's health as well as the health of the other children. So, all children are required to be picked up within the hour of notification of illness. If a child's physician has ordered a special medical management procedure our school nurse is trained and is on site.

This is not a complete list of illnesses where a child must be excluded from the program. You may view a complete list at the parent information board.

Illness	Exclusion
Fever	For any temperature of 100 or above, a child will be sent home. The school nurse or director is responsible for taking temperatures, The child may return to school 24 hours after his/her temperature has returned to normal and fever-reducing medications have not been given
Vomiting	If nausea and vomiting occur, the child will be sent home. When the child has been free of vomiting for 24 hours, he/she may return to school.
Diarrhea	If a child has two loose, watery stools, he/she will be sent home. When the child has been free of diarrhea for 24 hours, he/she may return to school.
Chicken Pox	Children should remain home for one week after eruptions appears, Lesions must be dry before the child returns.
Infected Eye	Children with an infected eye(s) must remain home until signs and systems disappear or they are released by a physician. Children must be on medication for 24 hours before returning to school.
Strep Throat	Children with strep throat must have a certificate from a physician stating the child is being treated and may return to school. The child must be on medication for minimum of 24 hours and free from fever for 24 hours, before returning to school.
Pediculosis(head lice an nits)	Children with pediculosis, after being treated and nits removed, may return to school.

Return from Illness

A child May Return to the Center

- 24 hours after temperature has returned to normal without the use of fever reducing medication.
- 24 hours after antibiotic treatment.
- When the child has been free of diarrhea and vomiting for at least 24 hours.

As an extra precaution for the safety and health of all children:

When a child has been excluded from TLC for that day due to any illness, he/she cannot return back that same day, regardless of a physician’s statement or not. The TLC will do all that it can to go beyond the minimum standards for the health of all the children and to prevent the recurrence and revolving spread of illness among the children and staff. You will be asked to keep your child home until all symptoms of any illness have passed and the child is no longer contagious.

When the child has been absent for three or more consecutive days due to illness, a note from physician is required for readmission.

Some communicable diseases (see list in Minimum Standard Rules at <http://www.dfps.state.tx.us/>) must be reported to public health authorities so that control measures can be implemented. Notify the center director when it is determined that a child has a reported disease, such as chicken pox.

When contagious illnesses, such as flu, chicken pox, etc. appear in a classroom, notices will be posted by the sign in and out, parent information board, and front door.

Should your child require special medical management procedures for health care (including dental), an ‘Emergency Information Form for Children with special Needs’ must be completed by a licensed physician outlining said procedures. In addition, the director and family will work together to engage an appropriate number of staff will be trained in the prevention, recognition and treatment of the child’s specific condition.

Medications

Prescription medication:

1. Your child’s medication must be brought in the original prescription bottle by a registered pharmacist as prescribed by law. The label must include the child’s full name, and label directions on how to administer.
2. Parent must complete **Permission to Administer Medicine form** for the caregiver to administer medication to the child. The parent or legal guardian must sign the request (state the child’s first name and last name of the medicine).

Prescription medications must have current dates. Pharmacies will usually make a “school” bottle if requested (this will eliminate having to transport medicine each day). Prescription labels must be in English.

Nonprescription medications:

1. Medication must be sent in original bottle or container indicating specific dosage and is age appropriate.
2. Complete and sign a **Permission to Administer Medicine Form**.
3. Please do not keep medications of any kind (even Tylenol) in backpacks or diaper bags, as these sometimes are accessible to children.

According to Minimum Standard Rules, **the center cannot administer over-the counter medications unless they are “age appropriate” and a specific dosage of the child’s age group is indicated on the label**. When a label indicates, “under 2, age 6, etc., consult a physician,” the center will need a statement from the physician, to place in the child’s files, authorizing use of

the over-the counter medication must have the child's name, age, and recommended dosage written on the container.

These rules must be followed in order for staff to administer medication. IF the child gets medication only two times per day, please give the medication at home.

Regarding Tylenol and other fever-and pain reducing medications, medical resources state, if a child is well enough to be in child care there would be few reasons to administer these types of drugs. Analgesics can mask symptoms of illness and limit the staff's ability to monitor the actual health of the child; they may also interfere with the body's ability to fight off an infection.

If the child has been prescribed asthma or anaphylaxis medication for use during the school day or the child is diabetic the parents should discuss this with the school nurse and develop an action plan for treatment and prevention.

Only staff members who have completed specific training are allowed to administer medication to children. Teachers are allowed to administer topical products (sunscreen, bug repellent, diaper cream, other types of ointments) provided that the parent has completed a Topical products Authorization Form and followed the appropriate procedures for providing this product. Most medication is kept in a locked container stored in the director's office. If a medication must be readily available in a classroom it will be stored in a safe area, in accessible to children where an adult has quick and easy access.

Waiver

At the time of enrollment you will sign a waiver authorizing the TLC staff to apply insect repellent, sunscreen, ointment etc. TLC does not provide these products. TLC staff will follow the instructions on the bottle.

Immunizations

Each child's immunizations must be current for enrollment and kept up to date throughout the year. State law requires all children entering childcare facilities to be current on all vaccinations. ***Tuberculosis Screening may be required if your student meets state criteria for warranting a Tuberculosis Screen.*** Medical exemptions or exemptions for reason of conscience must be on file per state law. Records will be reviewed periodically throughout the year to maintain compliance. The complete list of immunizations required by the Texas Department of Health is available on their website. www.tdh.state.tx.us/immunize

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received

at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered. In the event that a vaccine preventable disease occurs in the program, any under immunized child will be promptly excluded from care. Parents will be notified of the return date for the child.

Vision and Hearing Screening Requirements

The Tiger Learning Center is required to abide by the vision and hearing screening requirements set forth by the Texas Department of Family and Protective Services. The guidelines require a screening or a professional examination for possible vision and hearing problems for the following children who are enrolled in a childcare center:

First-time enrollees who are four years of age or older and all children enrolled in programs who are four years of age by September 1 of each year will be screened for possible vision and hearing problems prior to completion of the first semester of enrollment or within 120 calendar days of enrollment, whichever is longest, or present evidence of screening conducted on year prior to enrollment.

The Tiger Learning Center will conduct the screening. The result from these screenings will be forwarded, as required, to the Texas Dept. of Health. For specifics on vision and hearing screenings you may access the information on the Internet at www.tdh.state.tx.us/

Animals/Water Activities

Animals and water activities will be a rare occurrence if at all the Tiger Learning Center. Your permission to allow your student participate is located on the enrollment form. If these activities are conducted, they will follow the guidelines set forth by the Department of Family and Protective Services in sections Subchapter S, 746.3901, and Subchapter V, 746.5001 of Minimum Standard Rules at <http://www.dfps.state.tx.us/>.

Grievances

The Tigers Learning Center strives to provide the safest and highest quality of care for all student. The TLC welcomes open communication at all times. For any concerns, please contact the director, administrators, or the Department of Family and Protective Services. We appreciate the opportunity to resolve any concerns/issues and welcome our feedback.

