

## **PARENT COOPERATIVE HANDBOOK**

### **2017-2018**

Fort Mill Preparatory Cooperative Preschool  
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The FMPCP is a full day, year-round preschool, serving families who require care for their children. We are a multicultural community, organized as a cooperative, jointly organized by the families and professional staff. FMPCP is a partnership among the families, the teachers, and the community, attending to the social-emotional, physical, and cognitive needs of our growing children with a curriculum grounded in our teachers' knowledge of what is developmentally appropriate.

We depend on one another in order for the school to function smoothly. We value our diversity, family atmosphere, and the opportunities our children have to create, think, and solve problems, work, and play cooperatively. Our children develop confidence through mastery and experience trust in a safe environment.

Fort Mill Preparatory Cooperative Preschool is a not-for-profit, fully licensed and community-based organization specializing in quality care and education for children ages 6 weeks to 12 years. Our service depends on an educated, well-trained, and experienced staff of childcare professionals. Our programs reflect our genuine desire and commitment to providing care, which significantly exceeds minimum requirements, while responding to the needs of parents, employers and of the organizations in the Fort Mill area.

### **MISSION STATEMENT**

FMPCP is dedicated to providing children with a warm, loving, consistent environment designed to foster physical, social, intellectual, and emotional development while recognizing that each child is unique. Our school strives to offer high-quality childcare services, which are supportive and sensitive to parent/family needs and diversity.

### **GENERAL GOALS**

1. To create a "Home like/classroom atmosphere" so children may become aware of themselves as the unique individuals that they are.
2. To accept peers as persons with their own worth, regardless of real or imagined differences.

3. To help children accept mature authority and loving interest outside the home.
4. To work and play well with other children, in-group settings.
5. To create an atmosphere in which a child may develop self-confidence and independence.
6. To make choices, think, and problem solve, for one's self, and live with those choices.
7. To learn what it means to be part of a classroom setting/group.
8. To speak and express self clearly.
9. To develop an appreciation of literature, and the arts (music, drama, poetry, art, and more).
10. To provide an atmosphere of co-operation in which parent, teacher and child can learn together.

### **SPECIFIC GOALS**

1. Develop Gross Motor Skills- Young children need opportunities to develop their bodies and coordination by running, jumping, climbing, lifting, pushing, and pulling. Physiological readiness precedes other learning.
2. Develop Fine Motor Skills- Small muscle, hand-eye coordination. Young children need opportunities to practice with things to put in, take out, match, fit, connect, and disconnect. The environment provides the developmental materials- (manipulative, puzzles, pegs, play-dough, beads, etc.)
3. Develop Language Arts- Children learn vocabulary and the rhythm of speech through listening to their own peers and other languages as they are spoken and sung in many forms. Classroom libraries, storytelling, self-expression (puppets, telephones), games, alphabet letter, calendar, recognition (name, address, phone number,) expression through show and tell are only a few of the means of communication which are vital to both personal and academic success.
4. Develop Social Concepts- Social-dramatic play helps a child to progress from solitary role-playing, to sharing and understanding rules and limits. Through housekeeping, dress up, blocks, field trips and snack, the child begins to feel secure in himself, family, and community.
5. Develop Creative Expression- Experimentation, discovery, the experience itself, is the value of arts and crafts at an early age. They learn about basic colors, and shapes, through painting, coloring, cutting, gluing, play-doh, and sand/water play. Children learn to control the medium and satisfaction comes with learning the creation of something that is uniquely their own.

6. Develop Science and Nature- The more the young child knows and understands about their world, the more independent, and confident they can become. Learning about seasons, weather, bodies, senses, health, and nutrition are only a part of the concepts.

### **ON BEING A PARENT COOPERATIVE**

The FMPCP is a not-for-profit cooperative that is collectively organized by our parents, who share the common interests of the care and the social, emotional, physical, and intellectual development of our children, as well as the smooth and efficient functioning of the cooperative. All parents who enroll their children are members of the cooperative. Membership is also extended to the professional staff that is entrusted with the daily responsibility for our children and for the day-to-day management of the cooperative. The Cooperative relies on a high degree of involvement from our parents and strong supportive roles from the staff. Parents participate in activities ranging from Parent Advisory board and committee membership, fundraising, and donation of equipment to making a classroom presentation, or going on a field trip. The partnership is essential for the organization to carry out its mission. Enrolling your child in this program is a commitment to 4 credit hours per month of which can be achieved in many ways.

### **LICENSING AND ADMISSIONS**

FMPCP is licensed by the State of South Carolina. The South Carolina Department of Social services requires all childcare centers be inspected and licensed after a representative makes a complete evaluation of the program. A copy of the state standards is available in the office for parents to read. FMPCP's state and city licenses are posted in the office. Children are accepted and staff hired without regard to race, color, religion, sex, national, or ethnic origin or disability. (Preference in admission is given to current parents and siblings of children already in the program).

### **Reggio Approach**

We use the Reggio approach and creative curriculum to guide our classroom experiences. It is flexible, interest based, and embodies our belief that young children learn through play and discovery. This curriculum rests on a firm foundation of research and responds to new requirements for academic content. The goals and objectives for two year olds and three-five year olds incorporate social/emotional, physical, cognitive and language development. The Creative Curriculum emphasizes the importance of assessment in building an effective program to meet the needs of every child and the class. Observing and documenting a child's experience becomes the basis for good educational planning. Teachers will build an individual developmental portfolio for each child incorporating written observations, samples of the child's work, photographs, guided by the Developmental Assessment System. These portfolios will be shared three times a year at Parent-Teacher conferences.

### **OUR CURRICULUM: THE DEVELOPMENTAL APPROACH/INTEREST BASED LEARNING**

When curriculum is developmentally appropriate, planning takes into consideration both the age characteristics of the group and the learning needs of individual children. The teacher supervisor has planned units, themes, experiences, activities, and projects, guided by the

understanding of child development and the knowledge of the children in the group. The intent is to meet each child's physical, social, emotional, and intellectual needs for growth. When the child is neither hurried nor slowed, when what he/she produces is accepted as her accomplishment, then self-esteem is enhanced and self-respect grows. From such feelings, arise the child's courage to explore, to discover himself/herself, to take chances and risk making mistakes. With mastery of the various aspects of the child's day comes confidence. So essential to enjoying new experiences, making friends, cooperating with peers, accepting discipline from caring adults, and taking appropriate care of himself/herself. With the aim of providing for the healthy development of each child during his/her stay at FMPCP, each of the classrooms has organized its structure, activities, and emphases so that, while they are stage appropriate, there is enough flexibility to meet the needs of each child.

Infants and toddlers curriculum is developmentally based and is individual to the child. Lesson plans are followed.

The Explorers class for two year-olds is the entry point for academic beginnings. Parents' needs are considered almost as important as children's in this room are, and a great deal of conversation takes place between teachers and parents, who form an alliance, a partnership in which the child is the beneficiary. A weekly newsletter is given to each parent and is sent to the parent via email. Bright wheels is a smart phone based parent board, so parents can read about their child's adventures and misadventures and parents receive a written daily report. Twos are toddlers, not preschoolers. They have great need of adults who support their struggle for autonomy, who set limits for safety and security, who are generous with laps and hugs and provide a balance of novelty and familiarity. Days include free play (self-selection) and large and small group activities with a teacher. Sensory learning is paramount: tactile learning is critical. Pro-social behavior is encouraged as children learn to recognize and name their feelings, and accept that others have feelings too. Through acquiring self-help skills such as putting on shoes and socks, putting on jackets, mittens, and hats, changing clothes, hand washing and toileting, children learn independence. Learning to use the toilet is a significant step, which is begun when a child shows readiness. As with other learning, parents and teachers work together on the child's behalf. Enrollment in the 2's is limited to 14 full-time students.

The Pathfinders class for older two and three year-olds have an enrollment of up to 20 full time children. It provides plenty of time and materials for pretend play. A large area for block play encourages cooperative use of unit blocks, hollow blocks, and various small blocks that embody math and science principles such as balance, gravity, multiples and equalities, shape and size. An inviting home play area encourages imaginative play about the children's lived experiences of eating, family life, adult roles, travel, shopping, cooking, and care of babies. Available art materials allow for varied levels of interest in writing and drawing, colors and shapes and the development of small muscles and hand-eye coordination through cutting and painting. Children also work with a wide variety of manipulatives such puzzles and Legos and learn about correspondence, and matching. Science is explored through nature walks and care of class plants and fish. Sand or water (or other tactile materials) and play dough provide children with varied sensory experience and a way to drain off tension. (It is okay to pound on the play

dough; it is NOT okay to pound on a friend!) Outdoor play provides more opportunities to develop motor skills and expend youthful energy. During and in the curriculum there is a balance of freely chosen and teacher-directed time, active and quiet, between individual and group activity, indoor and outdoor play.

### **The Pre-K and Transitional Kindergarten -nearly four and five-year-olds**

Pre-k 1 has 12 full time children and Pre-k 2 has 20 full-time children. It is a place of high curiosity, where math concepts and emerging literacy are worked on in-group time as well as in free choice and interest based projects. play becomes a rich representation of experiences, both real and from stories, and friendships take on a deeper quality than those of younger children. There are separate math/rug work, science, and computer areas with a variety of materials for counting, sorting, classifying, and matching, weighing and measuring, and trying out such materials as magnets, magnifiers, and microscopes. Individual questions and curiosities as well as group discoveries are important in driving curriculum activities and developing self-expression representation, and literacy. When children leave the Pre-k programs to go off to the big world of Kindergarten, they demonstrate strong social skills; comfort with caring teachers; a solid grasp of letter-sound relationship, love of books, and skills of emergent literacy; many hands-on, everyday experiences with math and science concepts.

### **FIELD TRIPS-Transitional Kindergarten**

Our first responsibility as a teacher or parent chaperone on a field trip is the safety and well-being of our children. Teachers maintain primary responsibility for our children when on a field trip, the staff of cooperative should always remain attentive and responsible for our children. We are committed to providing an enjoyable learning experience when we are visiting different locations on a field trip. The children benefit most when teachers remain engaged and interactive with them. Each trip provides a new opportunity to:

Learn new words

Explore new feelings

Ask open-ended question

Discuss what children see on the trip

Remember, our objective on all field trips is to deliver a quality learning experience for our children from an encouraging and helpful staff. In each classroom, the values of FMPCP are expressed through high-quality interactions between children and adults and an abundance of language.

It is always wonderful to have parents join us on field trips. The added adult supervision helps staff enormously. Safety of course is our main priority. Simple rules for parents are:

1. Remain with your child's classroom so staff can keep count of children in their group.
2. Do not purchase any food or souvenirs during the field trip. Other children can become quite upset by not having souvenirs or treats. Remembering these simple rules will assist my staff in making in making sure your child has a happy and safe trip.

## **BEFORE YOUR CHILD STARTS SCHOOL**

If possible, a gradual introduction to FMPCP is in the child's - and the parent's – best interests. Once you have decided to enroll your child, come for a visit (an hour or two is plenty) in which you stay with your child in his/her classroom, allowing him/her to explore or participate and providing the necessary support and supervision. On your child's first day, plan to spend at least the morning with him/he, but on the sidelines. Make some trips in and out on any pretext, tell him/her you are going to the bathroom and will return in a few minutes.

Each family will receive an admission's packet and will be required to bring the following items:

- \* A health history completed by the parent, and immunization record
- \* The immunization needs to be repeated annually until complete, and the Director/Co-Director will let you know ahead of time when your child is due for an immunization checkup.
- \*Emergency Care Authorization Form/Pickup Form providing names and phone numbers of adults who are permitted to pick up
- \*Emergency Information Card
- \*Sunscreen, insect repellent, skin moisturizer permission
- \*Discipline Policy (123 Magic)
- \*General Information Form
- \*Parent Survey
- \*A tuition agreement (contract) is completed and signed, then signed by the Director, photocopied, and returned to parents for home files.
- \*Parent Handbook (printed off by parent)
- \*Parent confidentiality and release of information statement

Each enrolled child has a file in the office, the contents of which are inspected by a DSS licensing representative.

## **PREPARING YOUR CHILD AND YOURSELF**

Starting school gives rise to many feelings in both child and parent. It is best to accept the feelings as valid, and capable of change. If it is the first separation, much of the child's energy may be spent just dealing with the sense of loss: he/she may cry often or easily, may regress to thumb sucking or have toileting accidents even if successfully using the toilet – or the child may

refuse to use the toilet at all in this strange place. Some children may appear to adjust immediately and easily, then break down after several weeks. For the child who has been at home with a parent or caregiver, group life may seem strange and demanding. Some children display anger as a response to being left at school, or they may seem angry with the parent who comes to pick them up. Transitions are hard! Parents also may feel loss or sadness, or sometimes guilt at leaving a young child with relative strangers. The trust that grows with time is not there at the beginning. Both parents and children may feel hopeful, excited, and optimistic in addition to the anxious feelings, and it is good to know that as the school environment, people and routines become familiar; feelings that are more realistic replace the initial anxieties. To separate from someone we love and depend on is something we do not do without a struggle, and so in resisting separation, your child may be indicating that a good, established relationship is being threatened. In working through the separation in a supportive environment, he/she will emerge stronger.

**PARENTS' ROLE:** It is important for your child to know that you are leaving and that you will come back to him after your work. If you can stay for a short time, do things with him/her in him/her school world (read a book, eat a snack, do a puzzle), that may help to bridge the gap and ease the separation. Hasty good-byes are harder. Never slip away unseen! Even if it means tears, your child needs to know that you are leaving, needs to know that it is necessary for you to leave, that you intend to come back. Try to give some understandable time (after nap, after snack, when the clock looks like ...) and something that you will do together after school. Bring a family snapshot to tape in her cubby. Once you have said your good-byes, leave – even though there are tears.

Children sometimes do a push out the door (which puts the child in control).

**TEACHERS' ROLE:** Teachers will introduce your child to the classroom, toilet facilities, play materials, and other children, helping him/her to think of the classroom as a place where children have fun and are safe. Teachers will give children affection and understanding, accepting feeling as real and separation as hard. They will talk about parents' love, parents' dependability, and parents' return. Teachers may help a child make a picture or letter to be given to the parent upon returning or may play with dolls or puppets to tell stories of coming and going. Young children are in the optimum period for language learning, and teachers will facilitate that learning as well as communicating by gesture, facial expression, and comforting touch that the child is safe and cared for. Parents can teach the teachers some key words in the child's primary language: mother, father, eat, nap, toilet, come back.

**NAP TIME:** A favorite stuffed toy, small pillow, and nap-sized blanket from home may be comforting at naptime. These will be kept with the child's mat in a XL storage bag. Depending on age and need, teachers may rub backs, rock, read aloud, play music or story tapes to help children to rest or sleep. Older children take a book to bed, which may be from the school's collection or from home. Naptime provides a needed break in the day.

**ADJUSTMENT PERIOD (if possible):** One or more short visits before the first day are helpful, in which the parent stays with and is responsible for the child. On the child's first day, a parent

should arrange to stay for half a day, taking breaks so that the child can become accustomed to the parent coming and going. Try to establish regular arrival and pickup times, and use these times to talk briefly with a teacher. It is reassuring to the child to see his/her parents and teachers interacting; beginning to establish trust, and it provides glimpses for each into the child's life at home and at school. As children get to know the teachers, some testing of limits will occur. Teachers will respond with gentle firmness, which will reassure the child that he is protected from his own and others' negative impulses; and that limits and expectations apply consistently to everyone in the group. Another step in adjusting is establishing relationships with other children. Very young children form friendships of a brief and transient nature and their play is either solitary or parallel. Cooperative play develops, and by 4 or 5, friends become important. For older children, parents can help with adjustment to a new group by inviting a school friend home to visit or to go along on an outing. Teachers are also aware of the potential loneliness of a new child and will help her to find roles in group activities and classroom life.

### **WHAT TO BRING FOR YOUR CHILD**

1. Every child needs a complete change of clothes, including underwear; socks, top and pants, and children under two need two changes of clothes. It should be brought to school in a book bag- labeled on the end with your child's name. Labeling children's clothes and jackets with a laundry pen saves mix-ups. The change may be used because of a bathroom accident, a lunchtime spill, or too much enthusiasm at the water table. When the change you have provided is used, (you will know because you will find a little plastic bag of

Laundry in your child's cubby when you pick him/her up), replace the change the next day. It is easy to forget this detail, and then when your child has an accident there are no dry clothes! Remember that what fits in September may not in February.

2. Soft toy, small pillow, and nap-sized blanket from home for nap time

3. Supply of disposable diapers and diaper wipes if your child is not toilet trained

4. Supply of underwear if your child is learning to use the toilet and several changes of clothes.

5. Family photo board for display in the classroom (This need varies with age, so ask your child's teacher.)

6. Outerwear that will permit a child to play outdoors or go for a walk in all weather except very cold/windy, very hot/humid, heavy rain/lightning, or when air pollution is dangerously high. What to bring each day: hat, sweater, scarf, snowsuit, waterproof mittens, boots, and raincoat. However, a sweater or sweatshirt for transitional weather is very useful even in the summer. Rubber-soled shoes are safer for climbing and running. Children should come dressed for comfort and active play. Jewelry, especially if it has value to the family, may be played with, given away, or lost by a child who is too young understand its value, and so is better left at home. Objects of interest to the child may enrich the learning environment of the classroom and thus bringing such objects should be worked out with the teacher. Items for show-and-tell

should be brought on the day of, kept in a safe place at school, and taken home the same day. Cubbies should be emptied daily of notes, reports, and children's work, and on Fridays should be emptied of everything except the change of clothes.

7. Water bottle for use every day. Children have access to their water bottles all day long, both indoors and out.

## **PARENTS' MORNING AND EVENING CHECKLISTS**

### **AM CHECKLIST**

If my child is not coming today, did I phone to let teachers know?

Did my child wash hands upon arrival?

Did I sign my child in?

If my child needs medicine today, did I alert the office staff?

Write instructions about the medication on the form in office?

Put the medicine in the office?

Am I sure, a teacher knows my child is here?

Does my child have a complete supply of extra clothes in case of an accident?

Outerwear for today's weather?

Swim suit and towel (during Summer Session)?

What he/she needs for show-and-tell?

Is my child going on a field trip? Where? Have I signed the trip sheet in the classroom?

Have I checked the cubby or folder for notes, news, invitations, etc.?

The office boards for needs and news?

Have I said good-bye?

### **PM CHECKLIST**

Have I checked my child's cubby for artwork/notes/news/wet or soiled clothes?

Have I checked my folder?

Is there a special event tomorrow? What does my child need?

Is there a PTO or Parent Rep meeting tomorrow? Have I reserved for childcare?

Have I read the Daily Report (ones and twos) on my bright wheel app.? (Things we did today report- three to five year olds)?

Have I read the office information board?

Have I picked up my child's medicine?

Have I signed out'?

Does a teacher know my child is leaving?

## **YOUR CHILD'S DAY**

### **OPENING**

The school opens at 7:00 am and the Beautiful Bebes, Explorers and Pathfinders room is used as the gathering room for all ages with the early morning staff. Play is relaxed and self-directed as children finish waking up and become sociable. On warm days, this early arriving group may play outdoors.

### **MORNING IN THE CLASSROOMS**

As more children and teachers arrive, the age groups divide and go to their own classrooms where they may continue to play freely or eat a morning snack. All children are in their own classrooms by 8:15. All children are at school by 9:00. All groups have a morning group time in the morning, though its length, purpose, and formality differ with age. In general, circle times are used for reading stories, exercising or dancing, practicing listening skills, singing, and discussions, developing a theme, and presenting concepts, reviewing an experience, solving a problem, voting on a question. A preschool child who arrives late may miss morning circle, or find that activities and social connections are proceeding without him, and that it is hard to get started. This is not meant to be a rigid rule, but an encouragement to parents to establish a regular arrival time that respects the planned learning activities and rhythm of the classroom. After group time, children may work in small groups, may choose from among several learning centers; may paint, build, draw, pretend, exercise small muscles with puzzles or manipulative, play in sand or water, do a daily job, look at books, or exercise large muscles outdoors.

## **AFTERNOON SCHEDULE**

Children ages 1-5 eat lunch family-style. All groups rest or sleep for 2 hours, usually from 1:00-3:00. All children are expected to sleep or rest quietly for the first 15 minutes, after which any non-nappers will be given quiet activities to do at their nap space or at the table with the teacher. (Such activities include looking at books, rug work, manipulatives, etc.)

A snack follows naptime, and afternoon activities include outdoor play, games, free art, computer time, reading books, both individually and group, and continuing projects begun in the morning are typical afternoon activities.

Each classroom will have its own daily schedule (available at school or on the FMPCP website) and weekly learning activities posted for parents to read.

## **OUTDOOR PLAY**

At Fort Mill Prep, outdoor play is required each and every day. Access to the playground is required every day regardless of the weather. If weather conditions do not permit outdoor play, then equipment must be provided indoors. We encourage a least restrictive, safe environment for infants and toddlers at all times. We provide a designated safe outdoor area for infants (ages 0-12 months) for 1 hour of daily outdoor play. We provide toddlers (ages 1 through 2 years old) with at least 1 hour of daily outdoor active play.

We provide preschoolers and school-age children (ages 3 through 12 year olds) with at least 2 hours to 2 ½ hours of daily outdoor active play. We increase indoor active play time so the total amount of active play time remains for outdoor time. We provide a variety of play materials (both indoors and outdoors) that promote physical activity.

## **DROP-OFF ROUTINES**

Help your child, if needed, to remove and hang up outer clothing in their cubby. Sign your child in every day. Use the teacher communication log located in each class to alert teachers to medications, changes in pickup plans, anything unusual about your child's day. Help your child wash his/her hands when you arrive, the first of many hand washings that form the first line of defense against the spread of infection. Speak to a teacher, being sure that a teacher knows that your child is there. If you have a substantive conversation, ask the teacher to share that information with other members of the teaching team. Unless your sense of family privacy does not permit, it is good to tell teachers about things that may affect your child's life during the day, from poor sleeping to family stress, from out-of-town guests to a dead goldfish, anything that might make your child excited or upset. If you can, spend a few minutes with your child; read a story, or have some lap time.

## **PICKUP ROUTINES**

When picking up, be sure that a teacher knows your child is leaving, that good-byes have been said, that there is a clear transfer of responsibility from teacher to parent. Parents are welcome to spend time at the end of the day to allow a child to finish an activity, to transition out

gradually, to visit with another parent, or just to observe. At this time, make it clear to your child that classroom rules and expectations are in effect until you actually leave. It is confusing to the child if parents do not support the expectations of teachers and the rules of the classroom while at school.

If a person other than the parent will be picking up the child, tell the office staff, being sure that person is listed as having your permission to pick up.

We will not release your child to anyone not designated by you in advance. Such a person must present a photo ID to a staff member.

#### **AUTHORIZED LIST FOR PICK-UP**

Person(s) on the authorized pick-up list must be at least 18 years of age and able to supply documentation of their identity.

#### **CUSTODY**

If there is a custody issue involving your child, please inform the director. If legal custody is given to only one parent, the preschool will need to have copies of the court agreement. If one parent is not permitted to pick up your child, we will also need copies of that court agreement. Unless we have legal documentation saying you are the custodial parent, we cannot keep the noncustodial parent from coming to the school. If a problem arises during school hours, the York county sheriff will be called.

#### **TERMINATION OF ENROLLMENT**

The school reserves the right to terminate enrollment from the preschool program for reason of immaturity. This decision is to be made within the first two months of school. Enrollment may also be terminated at any time for behavioral problems. The teacher and administrative team of FMPCP will always discuss specific behavioral problems with the parent. The school reserves the right to terminate enrollment at any time from the program for reasons of familial non-involvement. This would be decided by the Board of Directors.

#### **LATE PICKUP FEES**

Occasionally you may be late, after 6 PM, picking up your child, so you may wish to reread the section of the tuition agreement relating to late fees. Teachers will stay until all children have been picked up and will present you with a book to sign stating the late fee. The purpose of this system is to minimize late pickups and to compensate teachers as FMPCP has to pay them for their time beyond 6 PM. It is suggested that, as parents come to know and trust one another, families pair up, agreeing to pick up each other's children on occasion in order to avoid a late fee. Be sure you include this family on your list of authorized pick-up persons.

### **CHILD'S SAFE PREEMINENT**

If we have concerns about a child's safety at pick-up time, we will contact another person on the authorized list to pick up the child.

### **RELEASE TIME CRISIS PROCEDURE**

If a crisis arises at the end of the day, we will take the following steps to ensure everyone's safety and wellbeing.

1. Not immediately release the child. While discussing our concerns with the person picking up the child, we will engage the child with another staff member.
2. Contact other parent/guardian or person(s) on the authorized list to enlist them in ensuring that the child leaves our care safely.
3. Offer alternatives. Brainstorm with the family member ways to ensure the child goes home safely.
4. Release the child with reservations, notifying the appropriated authorities of our concern.
5. Call in the police or other authorities if anyone's wellbeing and/or safety are threatened.

### **SAFETY**

The teachers in charge of a child, or group of children, are responsible for their safety. In order to insure the safety of each child in their care, teachers adhere to the following regulations:

1. The teachers are responsible in governing the arrival and departure of the child, and are aware of each child's presence at school at all times.
2. The staff always has access to school phones and their own cell phone so that they can call the office at any time. The schools emergency plan is posted in the office.
3. Should an accident or injury occur, an incident report is duplicated with a full description of the incident with signatures of the teacher and given to the parents on the day of the injury?
4. The school has monthly fire and weather alert drills. With a plan placed in the office notebook for action of the alert. The children are moved to the designated safe area posted.
5. Any threat to the safety of the children due to environmental situations and threats of violence will be handled by having a lock down, all doors and windows closed and locked.
6. In case of loss of power, heat, or water, the parents are called.
7. A staff member by law must immediately notify York County Children Services if they suspect that a child has been abused or neglected.

10. Emergency medical plan is in the office.

### **HEALTH, ILLNESS AND ACCIDENTS**

Each child enrolled at Fort Mill Prep must have on file a current medical report signed and dated, showing all required immunizations, as well as a health history given by a parent.

Parents may give permission for sunscreen and insect repellent to be applied to their child.

### **ILLNESS PREVENTION**

Together we can reduce the number of colds and other illnesses by:

- Requiring thorough hand washing: upon arrival in school each day, before eating, before and after feeding a child, after being in the bathroom or diapered or toileting, after outdoor play, after touching any animals, after blowing or wiping the nose, before and after using the water table, before and after cooking /or other food experiences, when moving from one group to another (“visiting”) that involves contact with the toddler/twos, before and after administering medication, after cleaning, and after handling garbage.
- Keeping toys and fingers out of children’s mouths
- Promptly depositing mouthed toys in the sanitation bucket
- Teaching the proper use and disposal of tissues
- Keeping your child home until fever free for 24 hours
- Keeping your child home if symptoms are contagious
- Giving your child enough time to fully recuperate.

### **ABSENCE POLICY**

If your child will not be in school, please call the FMPCP to inform us of the reason.

### **CRITERIA FOR EXCLUSION FROM ATTENDANCE AT SCHOOL**

A child may be excluded from school if he/she has the following symptoms or illnesses:

Diarrhea (3 times or more in one day)

Rash and/or fever of 101

Illness which prevents child from fully participating in the program-children may not attend Fort Mill Prep unless they are well enough to participate in all activities including outdoor play

Unusual lethargy, irritability, persistent crying, difficulty breathing

Vomiting two or more times in 24 hours

Mouth sores

Conjunctivitis until treatment started plus 24 hours

Impetigo until treatment started plus 24 hours  
Strep throat until treatment started plus 24 hours; no fever for 24 hours  
Head lice until morning after first treatment  
Scabies until morning after first treatment  
Chicken pox until at least six days after onset of rash  
Whooping cough until five days of antibiotic treatment completed  
Mumps until nine days after onset of parotid gland swelling

### **ILLNESS AT SCHOOL**

If a child becomes ill at school, a parent will be called and asked to pick up the child. If it appears to be a vaccine-preventable disease, the following plan will be used.

1. Identify and implement appropriate isolation precautions according to Isolation types: airborne, contact, droplet, or strict. Staff will use personal protective equipment as needed: gloves, gown, masks (including N95 masks), and hand sanitizers.
2. Have child in designated area until picked up.
3. Parents will be contacted to pick-up the child, or
4. In case that no contact is made in a reasonable time, Fort Mill Prep will contact the emergency pick-up persons designated by the parents or get immediate attention (911) if necessary.
5. Communicable disease exposure will be communicated to parents via a sign on the classroom door.

### **RETURN TO SCHOOL AFTER AN ILLNESS**

A physician's note is required for readmission in the following instances:

- \*After an absence due to illness of three or more days
- \*After any length of absence due to a reportable communicable disease as defined by the York County Department of Public Health and enforced by the CDC.
- \*At the discretion of the Director a child who had a fever must have 24 hours of normal body temperature before returning to school. When coming back after an illness, a child must be ready to go outside. Outside play is an important part of a healthy day and we try to spend some time outdoors every day, weather permitting. A teacher cannot be spared to stay in with one child. A doctor's statement restricting outdoor activities may be presented in the case of childhood asthma.

## **NOTIFICATION OF EXPOSURE TO ILLNESSES**

Parents will be notified of a case of a communicable disease in their child's group, with information about symptoms to look for.

## **MEDICATIONS**

**Effective April 1, 2014- Only prescription medications will be administered, and these medications are limited to EpiPen, nebulizer treatment, and maintenance medications.**

The Director/Acting Director or teacher will administer a dose of prescription medication needed by a child during the hours when the child is at FMPCP only if the child's record documents that the parent or legal guardian has given the program written permission.

Medication must be labeled with the child's first and last name, the date the either the prescription was filled, the name of the licensed health care provider, the expiration date of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instruction on how to administer and store it.

All medications will be kept in the Main Office.

1. Parents should pick up the medication request form from the office and fill out the parent's part of the form completely,
2. Leave the form with the Director, Acting Director or designated staff person, and
3. The medicine must be left in the office.

## **ASTHMA, SEVERE ALLERGIES, SEIZURE DISORDERS, AND OTHER SPECIAL CARE REQUESTS**

If your child has asthma, severe allergies, a seizure disorder or special care needs, see the Director immediately and file a written care plan from the child's physician to alert the staff to how to recognize health emergencies and what needs to be done to meet your child's needs.

## **ACCIDENTS, INJURIES AND EMERGENCY MEDICAL TREATMENT**

Reports are prepared for each accident or serious incident and placed in the child's cubby. Fort Mill Prep staff are trained in CPR and First Aid and handle most minor injuries; there is a first aid kit in each classroom, a first aid kit is taken to the outside play area and on all school outings away from school. In severe emergencies, we will call 911 and then the parents. If the child goes to the hospital, a staff member goes too, In the event of poisoning, we will call the Poison Control Center and follow their directions, then call the parents.

## **CAR SEAT SAFETY**

Children transported in vehicles must be buckled safely into car safety seat belts that meet state requirements. Parents should take whatever steps necessary to maintain and use car safety seats. Another person on the authorized list will be called if this requirement is not met.

## **GUIDANCE AND DISCIPLINE**

What a FMPCP believes about Discipline is that the goals of setting limits are as follows:

- \*Ensure the health and safety of all the children
- \*Help each child to grow in self-control
- \*Help each child to become aware of the rights and needs of others
- \*Help each child assume responsibility for his or her own actions
- \*Help each child to exercise care for personal and school equipment

We believe that children need discipline in the form of limits on behavior and impulses.

Developmentally appropriate practice affirms that discipline is an important part of learning necessary for young children. Discipline has two long-term goals: to teach children what they need to know so that eventually they will be able to control their own behavior and to teach them in such a way that the children's positive sense of self and relationship with others is maintained. Each family will receive a detailed DISCIPLINE policy with the enrollment packet which will be signed by the parents/guardians acknowledging its receipt and discussion with the Director.

We believe in discipline and structure in our classrooms. We use the "1, 2, 3 Magic" discipline methods. We do use "Time Out" only as a last resort. The child is set on a chair in the room for a few minutes depending on their age and the teacher lets the child know why they have to sit in "Time Out." The staff will recognize, encourage, and praise children. They will be positive and constructive. They will use consistent and fair rules. They will communicate clearly their directions and expectations. They will assist the children with problem solving. They will encourage children to control their behavior and cooperate with others. They will help the children feel successful at tasks, and give options for other tasks if those chosen prove too difficult. They will notify children of a change in activity prior to, and allow for a comfortable transition. We will also protect the children from abuse and neglect. When the behavior is unacceptable, the staff will use developmentally appropriate techniques suitable to the child's age and circumstances. They will redirect the children to another activity, talk to the children about the situation, state alternatives, and use separation from the situation only as necessary. We speak to the children so that they understand what is unacceptable is the behavior, not the children themselves, or their feelings. The staff will communicate with the parents if so necessary.

Discipline problems are at a minimum because our teachers are well trained and the number one requisite is that each teacher understand and love children. A child does not intentionally and maliciously disobey one whom he loves. The policy of love and understanding by the

teachers will give the child the boundaries he needs to feel secure and set the freedom he requires to become himself.

The teachers will guide themselves by the belief that “busy children are happy children.”

If a child’s discipline becomes a problem, the parents will be notified and the problem will be discussed and worked out with them. Childcare staff members assigned to supervise a child or group of children shall be responsible for their guidance and management. Specifications of the Guidance and Management Rules apply to all employees of FMPCP.

Please review our "1 2 3 Magic," page on our website. Workshops will be facilitated by the school director for interested parents throughout the school year.

### **DRESS CODE**

Label All Clothing and Children's Possessions with Your Child's Name.

Your child will be a very busy child during their day at school. Remember that each day your child will be given the opportunity to use paints, clay, sand, and sometimes water; therefore, please do not dress him/her in good clothes, which may become soiled. Children should wear clothing appropriate for preschool activities. Washable play clothes are best. As pretty as lacy dresses and fancy shoes are, they are not appropriate for daily preschool wear. Children should wear clothes easy for them to manipulate themselves. Tennis shoes or sneakers are the best shoe for preschool play. Please do not put belts on your child unless they know how to manipulate them. (The same with overalls.)

During the winter, please dress the children warmly. We can always take off a sweater or sweatshirt if the child gets too warm. Dress the children in warm coats or sweaters in the fall and spring, to go outside to play.

### **TRANSITIONS TO NEXT CLASSROOM**

Three factors determine classroom moves: age, readiness, and the availability of space. An effort is made to move two or more children together to ease the social transition. Decisions to move are collaborative, with input from the sending and receiving teachers, parents, and director. In the weeks prior a child’s move, parents are invited to visit and observe in the classroom to which their child will be moving. Teachers visit each other’s classrooms and children are invited to visit their new classrooms, making a gradual adjustment to a new room, new teachers, and at least some new classmates. Parents are also making a transition, and they are encouraged to stay in touch with new teachers.

### **CHILD ABUSE AND NEGLECT POLICY**

The staff of FMPCP are mandated by SC law to report child abuse and neglect. Staff members are also guided by the ethical standards of NAEYC. Reportable abuse and neglect may be actions by a parent or a staff member, but it is the school staff that are mandated. The Director will call in the report to DSS.

## **ENROLLMENT AND VOLUNTARY TERMINATION**

Enrollment is accomplished by completing a tuition agreement (contract), paying a non-refundable \$80 registration fee, completing an enrollment packet, and purchasing school supplies. The enrollment packet must be completed by parents prior to the child starting to attend FMPCP. Parents or guardians are responsible for maintaining current information at the school, especially phone numbers which may be needed in an emergency. Release from the tuition contract is permitted with a written two-week notice. Please refer to the tuition contract for additional information.

## **VOLUNTEER ACTIVITIES AND CREDITS**

Each family is responsible for 4 credit hours per month. There are many ways to contribute to the life of the school and earn volunteer credits that relate to an individual's interests and skills. Office staff should initial classroom credits. Attendance at a meeting will be accounted for by a sign-in sheet. Office staff keeps a record of credits by the month.

**A total of 40 Co-op credits per family is due by May 31st, 4 credits per month. Unfulfilled credits are billed monthly at the rate of \$20 per credit. A record of credits is kept in the office computer and in the office binder.**

## **VACATION AND HOLIDAYS**

Occasionally parents can work an exchange to care for each other's children on days when the school is closed. It is good to plan ahead for such days when parents must go to work by arranging with grandparents or other family members to be available then, or if a child is too ill to be at school. If no family members are nearby, then identifying a babysitter or establishing a trust relationship with a neighbor or member of the family's religious community will make such occasions less anxious for parent and child.

## **EATING WITH YOUR CHILD**

Parents are welcome to join their child's class for a meal or snack, but it helps to know ahead of time, especially for lunch so that extra place(s) can be set and enough food sent from the kitchen.

## **OUR MENU: WE ARE A NUT FREE SCHOOL.**

The menu for the week is posted on the website and in each classroom. Parents who need a copy of the menu at home may print out the menus from the Fort Mill Prep website. We follow the Level A+ licensing standards for nutrition, serving fresh and frozen, cooked vegetables; varied protein foods, mostly turkey and chicken as a meat (no pork); varied starches including rice and pastas, wheat bread; skim milk; frozen, fresh, and canned fruits; occasional cookies. AM snacks include various low sugar, dry cereals, hot cereals, toast, yogurt, and fresh fruit PM snacks include water, crackers of various kinds, fruit, cheese, and occasionally cookies.

**SPECIAL ACTIVITIES AND EVENTS ENRICHMENT:**

These experiences or classes are provided to expand children's understanding of possibilities. Enrichment may be provided by artists or teachers who volunteer or contract with the school, or by parents who are earning credits. Over various years, the FMPCP has had a professional storyteller, a guitarist, a visiting teacher who read and sang in Spanish, a parent who was a dancer who visited each classroom on a regular basis. Enrichment has many faces ... is yours among them?

**FIELD TRIPS:**

Between five to eight times a year, the 4-5-year-old children of FMPCP board the Fort Mill Prep school bus and travel to a museum, play, farm/orchard, or other place of interest.

**IN-SCHOOL PRESENTATIONS:**

Recent visits and presentations include a pediatric dentist, a local artist, a fire safety officer, and a nature expert. All children old enough to listen and benefit from the presentation gather in one classroom. In-school presentations done by parents for their child's own classroom are more likely to be hands-on.

**BIRTHDAYS:**

Each child's birthday is celebrated, usually after lunch or at the afternoon snack time.

Parents join the class if possible and bring cupcakes or muffins, and everyone sings Happy Birthday. Candy and presents are not part of this school celebration in order to keep it simple.

**COMMUNICATION:**

For any organization from a marriage or family to a business or agency to function well without confusion or misunderstanding, good communication is essential. At FMPCP, teaching teams must communicate internally and with the other teams, and the Director cannot expect that teachers will be able to guess what's on his/her mind – or vice versa: Parents, as advocates for their children, can be helpful by letting teachers know all sorts of things from a child's sleep habits to a new pet, from out-of town company to upcoming surgery – anything that may affect the child's day. Teachers will let parents know about what has been part of their child's day: stories, art, outdoor play or other adventures, a bathroom accident, a skinned knee, etc.

**NON-FRATERNIZATION**

Members of FMPCP are strictly prohibited from fraternizing with any employees of Fort Mill Prep. Members of FMPCP shall be provided with the best possible quality service. Employees shall treat members, vendors, co-workers and the public with courtesy, appropriate distance, and respect. Employees attending "social events" or a "private gathering" with members of Fort Mill Prep shall occur only when approved by the Director. Employees shall abstain from any intimate physical contact and involvement with members. Employees who violate this policy will be subject to disciplinary action up to and including termination.

Both parents and teachers must sign a confidentiality agreement before agreeing to engage in caring-giving activities outside the school AKA babysitting.

If communication is not two-way, then it fails. Here are some ways that FMPCP plans for communication:

**CLASSROOM TIMES**, a school-wide newsletter comes via each child's cubby every week

**PARENT BOARDS** are sent in a BRIGHT WHEEL APP on your smart phone and are for teachers to tell parents about the day and coming events. They also post the lesson plan, weekly newsletter, and the menu for the week, and requests for parent help on this board.

**THE SIGN-IN COMPUTER** is for parents to tell teachers that their child is there and what time he/she arrived. This sheet is our permanent record of attendance

**THE COMMUNICATION NOTEBOOK** is for parents to tell the teachers of a child's need for medicine, an early pick-up, a change in pick-up person.

**CONVERSATIONS**, between parents and teachers can happen at the beginning of the day or the end of the day, or they can happen on the phone during the day or at scheduled conferences.

**PARENT-TEACHER CONFERENCES**, will occur three times a year, or as requested by parent/teacher.

**THE MEDICATION FORMS**, in the main office are for parents to tell the Director/Acting Director specific instructions about giving medicine that day.

**EMAIL COMMUNICATIONS:** Parents have increasingly turned to our website for information ([www.fortmillprep.com](http://www.fortmillprep.com)) and have expressed an interest in using email for communication. Therefore, email addresses will be used to distribute some information, and will be made part of the PTO/Parent Rep contact list.

**THE PARENT HANDBOOK**, attempts to be comprehensive and communicate everything about FMPCP to everyone who reads it.

#### **ANNUAL FORT MILL PREP OPEN HOUSE:**

We always need parent volunteers to prepare for this event.

#### **RESOLVING PROBLEMS:**

In case a problem arises over any classroom matter, the first step is for teachers and parents to talk together: to identify the problem and suggest possible solutions. If the problem is not resolved, a second or third effort is worth trying. The next step in resolving a classroom problem is to bring the matter to the Director/Acting Director, which can be done by a teacher

or a parent. The Director will try to be an objective listener to both parents and teachers, make suggestions intended to improve the problem.

Parents may at any time anonymously bring concerns/suggestions to their classroom's Parent Representative. The Parent Rep will then bring any concerns to the next Parent Rep meeting to be discussed with the Director.

Remember the saying: **IF YOU ARE NOT PART OF THE SOLUTION, YOU ARE PART OF THE PROBLEM!** Let us work to solve problems cooperatively.

## **MEETINGS**

**Parent Rep** meetings are scheduled the third Thursday of each month at 6pm. These meetings are attended by all classroom parent representatives. Prior to the meeting each parent rep contacts all the parents in the classroom via phone/email to assess any concerns, suggestions, or compliments that parents would like to be discussed with the Director. A summary of the meeting is emailed to the parents of the school after the meeting.

**Parent Orientation** meetings are held in July for orientation to that specific classroom by its teachers, and for the purpose of being acquainted and discussing shared concerns. We always hope that the membership of FMPCP will become a trusting, caring community, knowing that, like all human relationships, it will only grow through opportunity and effort. Childcare is available by reservation.

**PTO** meetings are the second Thursday of the month and are held year round at the school starting at 6:00 pm. The agenda is published ahead of time and members who have concerns appropriate to discussion by the Board are invited to contact the Board President to request agenda time. Members are elected to the Board in September, and appointments are made to fill vacancies at other times; the Board elects a President, Vice President, Secretary, and Treasurer as well as various committee chairs--i.e. fundraising, school improvement and beautification, teacher appreciation, etc. Childcare is available by reservation.

Childcare during meetings is automatically provided for PTO meetings and can be arranged for other meetings by making a request of the Director/Program Coordinator. Making a reservation for your child(ren) is necessary so that an adequate number of caregivers can be called. Payment of \$5 per child is made in cash to the Director/Program Coordinator at the time of drop off. If there is more than one sitter, they will divide the income equally. Children who have child reservations on the evening of a meeting will be taken to the child care room at 6:00 pm. Many parents bring a snack for their children who are staying during a meeting.

## **BUILDING, GROUNDS AND SECURITY SUPERVISION**

Children should be supervised by an adult always. Staff will position themselves so they can see and hear the children. Teaching staff must supervise children primarily by sight; children should be checked on frequently if they are out of sight for short intervals of time. When the children are engaged in free play, are playing outdoors, in our play areas or toileting, staff must move around to supervise children appropriately (sitting in one spot is not an option). Children should never be alone in the building. Staff should be vigilant about keeping track of all children and count them frequently during the day.

## **DRILLS**

**FIRE DRILLS** are held monthly to ensure that children are able to exit the building quickly and calmly in the event of a fire.

**SEVERE WEATHER DRILLS** are held yearly

## **EMERGENCY EVACUATIONS:**

At the sound of the alarm or verbal order to evacuate, staff will give children and any visitor clear, simple instructions about exiting the building immediately according to the plan practiced in safety drills.

Staff will count the children in each group being evacuated and count the children again when they reach the blacktop by the fence at the playground.

The designated staff person from each classroom will carry attendance and emergency contact information from the facility, and compare the attendance sheet to be sure no children or staff have been left behind.

If reentry into the building is not possible, children will be evacuated to a safe location within walking distance of the school until parents, guardians or designated persons can take the children home.

## **THE DECISION TO CLOSE FMPCP**

Will be made on a case-by-case basis taking into consideration whether the building (therefore the schoolrooms) have heat, electricity, and water; the difficulty of travel for parents and staff; outside temperature and wind; and the amount and timing of snowfall or flooding rain. The Director in consultation with office staff will make the decision to close or remain open.

## **INCLEMENT WEATHER POLICY**

1. When FMPCP will be closed, you will receive a blast recorded phone message from the school or we will post on the currents event page of the website.

2. The director's (Christine Boatwright) cell phone # is 803-487-0850.

3. Of course, parents have the final decision as to how safe it is to travel, when school is open.

4. Tuition is due for snow days and days we are not in session such as all holidays and teacher workday. There are no adjustments to tuition for the days that school is not open.

#### **Medication Policy**

If any medication is to be given it must be brought in the original container labeled with the child's first and last name. All medications must have child protective caps and should be given to your child's teacher. No medication should be left in book bags. Individual medication sheets must be filled out daily in order for medication to be given. Information will be logged immediately following the administration of the medication and a copy will be provided to the child's parent or guardian. If there is an error in administering the medication, parents/guardians will be notified immediately and it will be documented in writing.

#### **Release of Children Policy**

Children will only be released to authorized adults. The parent/guardian of a child will complete a form listing any and all adults who are authorized to pick up the child from the facility. This individual(s) will be required to show photo identification and/or provide the family code work to the child's teacher. A copy of the individual's identification will be made and placed in the child's file. If special circumstances arise and you need someone to pick up your child that would normally not be allowed to do so, you must provide the center with written permission prior to your child being released. Any additions, changes, or deletions to the authorization form must be made by the parent/guardian. Identified biological parents will not be denied from picking up a child unless a court order prohibits them from doing so. In the event your child is picked by someone who appears to be under the influence of drugs or alcohol law enforcement will be called.

#### **Confidentiality of Records Policy**

Children's records are accessible to the owner(s) of the child care facility, child's teacher, director(s), assistant director(s), director designee, the child's parent or legal guardian, and authorized employees of the Department of Social Services. Staff files are accessible to the director(s), assistant director(s), director designee, the owner of the child care facility and authorized employees of the Department of Social Services. All files will be kept locked in the director's office when not in use. Parental permission must be obtained to use photographs of children on the internet and in any and all publications.

#### **Sick Child Policy**

We are sure that you are aware that we cannot care for sick children. Please help us by keeping your child at home if they are ill. We cannot allow children with communicable diseases in the center. A child with fever, diarrhea, vomiting or nausea must go home. In the event your child has a communicable disease, please notify the center immediately so we may notify other parents. A release form from the doctor may be required before your child reenters the center. If your child is ill, including, but not limited to a severe cough, sore throat, undetermined rash

or spots, boils, open skin lesions, congestion, non-clear runny nose, hepatitis A, thrush, headache, stiff neck, pink eye, head lice, upset stomach, diarrhea or temperature over 100 degrees, he/she cannot be accepted into the center until he/she has been without fever or symptoms for 24 hours. Please understand a child who is too sick to go outside is too sick to be at school. We will follow DHEC's childcare exclusion list to determine when a child should be excluded from child care and when they are able to return. The parent/guardian will of sick children will be called to pick up the child from the facility if the child becomes ill while in care. Children who become sick during the day will be supervised by staff and/or isolated from other children until the parent or emergency person arrives.

### **Tracking Students**

Children will be accounted for as they enter or exit the facility, enter or exit a vehicle, or move about the facility. The parent/guardian will sign children in and out of the facility when they drop off and pick up their child. Each classroom teacher will have a tracking roster to monitor his/her specific classroom. The tracking roster will be updated each time a child is dropped off, moved to another location or picked up. The tracking roster is carried by the teacher(s) as children move throughout the building. Children will be checked against the tracking roster. If children are being transported there will be a "check on/check off" roster that is taken on the bus each time children are transported. Children will be checked on **each** time they enter the bus and checked off **each** time they exit the bus.

### **Emergency Medical Care**

In the event that a medical emergency should occur at **Fort Mill Prep** the following steps will be taken:

1. Medical conditions such as loss of consciousness, semi consciousness, breathing difficulties, severe bleeding, unequal pupils, seizure, neck or back injury, severe headache, stiff neck or neck pain when head is moved, hives that appear quickly, very sick child who seems to be getting worse quickly, repeated forceful vomiting, vomiting blood, severe abdominal pain that causes a child to double over, possible broken bones and shock would require immediate medical care by a health care professional
2. Call 911 immediately upon recognizing signs and symptoms that require immediate medical attention
3. Provide CPR/First Aid as trained in an approved CPR/First Aid training course until emergency personnel arrive.
4. Call the child's parent/guardian immediately after calling 911 to inform them of the child's symptoms and where they will be transported for medical care
5. Call the person(s) listed as emergency contact if parents can't be reached
6. Emergency medical team will transport to **CMC Pineville** if necessary
7. Child will be transported by the director to **CMC Pineville** if parents cannot be reached and if emergency medical team is not needed. Emergency information for the child will be taken with the child to the hospital or emergency room **OR**

8. The director of the Center will go with the child to the hospital and stay with the child until the parents arrive
9. The Center's Emergency person, floaters, or any extra staff will remain at the Center and handle any issues that may arise
10. Report to DSS within 24 hours any accident or injury involving any child occurring at the center requiring professional medical treatment  
DSS REGULATION NUMBER 114-503D(1)(a)

### **Discipline Policy**

At **Fort Mill Prep**, we implement a positive approach to child care. Our number one tool for inappropriate behavior is redirection. Redirection means that our teachers will guide children to the appropriate behavior when necessary.

In order to manage behavior in a positive way we use:

- Positive reinforcement
- Redirection
- Offering appropriate choices

"Time Out" is used as a last resort. While in the "Thinking Chair", the child is asked to think about their behavior and then discuss it with the teacher. If a child is placed in "time out" they will remain there for the number of minute's equivalent to their age. For example, a four year old will sit for four minutes.

Our staff is **never** allowed to do any of the following:

- Use physical punishment for any reason at any time
- Verbally abuse, intimidate, or threaten a child
- Deprivation of food, nap or bathroom privileges
- Humiliate, shame or frighten a child
- Corporal punishment

\*If a child's behavior persist to the point that we can no longer protect other children, a parent conference will be held to determine a better alternative, or the child's enrollment will be terminated.

\*You will be notified 30 days in advance of any changes to our Discipline Policy.\*\*

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

### **Transportation/Field Trip Policy**

Our buses are equipped with seat belts for the ultimate in safe transportation. Transportation is provided to and from school and on planned field trips with parental permission. Separate forms are required for these services. School transportation forms may be signed once for each school year. Field trip forms must be signed before each trip. A child who does not have

written permission to go on a field trip will remain at the center and be placed in another classroom.

The children are instructed to buckle up at all times. Attendance is taken when the child enters the vehicle and when he leaves the vehicle.

All outings including school transports and planned field trips are authorized through our parent signatures.

**Potty Training Policy**

1. Parent and teacher decide together when child is ready for potty training.
2. Parent begins potty training at home first over the weekend; using no diapers or pull ups all weekend. Parents use a timer set at home to encourage potty use every 20-30 minutes. Then the child is rewarded after each visit, whether they actually went. (examples are: stickers, stars, m&m's)
3. Once the child is dry all weekend, they come to school without any diapers or pull ups on. Once potty training begins, we do not use diapers/pull ups at all, even at nap time.
4. Bring in a minimum of 10 sets of clothing and a minimum of 2 or 3 pairs of shoes.

I have read and understand all policies of **Fort Mill Prep**. I understand that if any changes are made in policies I will be notified at least 30 days in advance. I also understand that I must sign this statement annually as required by the Department of Social Services.

Parent Signature	Date