



**Gail & Terry Richardson
Center for the Child
FRANCIS MARION UNIVERSITY**

**PARENT HANDBOOK
July 2018 – June 2019**

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Dear Parents,

Welcome to the Gail and Terry Richardson Center for the Child at Francis Marion University. We are pleased that you chose our Center for child care and early education. Our staff is eager to work with you to provide high quality care for your child.

You are always welcome at the Center for the Child. Our “open door” policy means that parents are invited to come at any time. You are encouraged to participate in the program in any way that is comfortable for you. For example, you may enjoy volunteering your time to read stories, talk to the children about your job or interests or help teachers to make educational materials.

You are your child’s first and most important caregiver and teacher. The best way we can work together is as cooperative partners—all working for the good of your child. We will do our best to keep you informed about your child’s experiences in the child care program. We are also interested to hear from you about things your child is doing at home.

We know a lot about children. Our staff is trained to understand how children grow and develop, and we plan activities that will encourage learning. However, you know your child better than anyone. Working together, we can ensure that your child’s early learning experiences are successful and fun.

Thank you again for choosing the Center for the Child at FMU for your child or children. I look forward to our partnership.

Sincerely,

Melissa Ward
Childcare Director, Center for the Child

Acknowledgement

Thank you to the Children’s Center at the University of South Carolina for sharing their program/policy information with us. Portions of the Handbook rely upon Children’s Center material.

INTRODUCTION

The Center for the Child at FMU values inclusion and diversity and strives to include families from the Pee Dee area who represent a wide range of educational and economic backgrounds. It welcomes all children who can participate in, and benefit from programming with a well-qualified staff. The Center fulfills a very exciting mission on the FMU Campus and in South Carolina's childcare community. It offers full-time high quality early education for young children, ages six weeks through pre-kindergarten.

The Center reflects current standards of best practice as articulated by the National Association for the Education of Young Children (NAEYC) and adheres to all SC DSS licensing regulations. The NAEYC Code of Ethical Conduct guides all decisions regarding programming and relationships.

Parents are recognized and valued as active members of the Center's team and are partners guiding the care and educational needs of their children.

The Center is governed by Francis Marion University. The Childcare Director, Melissa Ward, addresses issues related to the Center's day-to-day operations.

The Center plays a critical role in University research efforts, supports teacher education programs, offers clinical placements for students from a variety of disciplines, and provides a model of "best practice" for South Carolina's early childhood professionals at all levels of the professional ladder. The Center welcomes graduate and undergraduate students studying in a variety of fields: education, music, art, physical education, psychology, speech-language pathology and nursing.

The Center welcomes faculty and students involved in the research of young children and their families. All research conducted at the Center is approved by the University's Institutional Review Board.

STATEMENT OF PURPOSE

The Center's purpose is three-fold. First, it strives to provide a high quality environment and experience for young children and their families. Second, the Center is a laboratory site with the mission of supporting research related to young children and preparing FMU students to work professionally with young children. Third, the Center serves as a demonstration and training site for South Carolina's early care and education workforce.

PROGRAM STANDARDS

The Center for the Child at FMU is committed to adhering to the Code of Ethical Conduct of the National Association for the Education of Young Children (NAEYC). Copies of the Code can be obtained from the Director or from the web at www.naeyc.org.

The Center adheres to the rigorous voluntary standards of NAEYC Accreditation. It also meets the licensing requirements of South Carolina Department of Social Services (DSS), enhanced program standards of the Child Care and Development Block Grant (CCDBG) under the ABC voucher program, the child food service standards of the United States Department of Agriculture (USDA Food Service), and state Fire and Sanitation Codes.

Department of Social Services (DSS) License

The Center for the Child at FMU is licensed by the SC Department of Social Services. The re-licensing process is repeated every two years and includes a visit from DHEC and the State Fire Marshal. Unannounced visits are conducted by DSS to ensure consistent adherence to state standards.

Advocates for Better Care (ABC)

The Center for the Child is a provider with the Advocates for Better Care Program. The Child Care and Development Fund (CCDF) and its Advocates for Better Care Program have criteria that are higher than licensing standards. These criteria address curriculum, facility, instruction, finance, and related standards. The program includes yearly monitoring visits conducted by the ABC staff. The Center currently has an enhanced status with the ABC Program.

Families who have been awarded an ABC Voucher are welcome to enroll their child/children at the Center. Families who qualify for the program must follow all application procedures for the ABC program in addition to those required for the Center, and provide all necessary information to the Center business office to complete Service Voucher Log filings. Accepting the program's services is an agreement to provide that information, and to pay any additional tuition and fees not covered by the ABC program to the Center.

Child: Teacher Ratios

A Comparison of NAEYC and South Carolina DSS Staff: Child Ratios

Child's Age	Staff/Child Ratio		
	Current NAEYC	Current DSS	Center for the Child 2018-2019
Birth to 1 year	1:4	1:5	1:4
One to two years	1:5	1:6	1:5
Two to three years	1:6	1:8	1:7
Three to four years	1:9	1:12	1:9
Four to five years	1:10	1:17	1:10

CENTER PHILOSOPHY

Teachers and caregivers are expected to base their work on their knowledge of each child's age and developmental level, individual needs, and family culture. They are to enhance and support children's intellectual, social, emotional, and physical development, as well as growth, by demonstrating the understanding that learning and development are integrated across all domains. Center staff members are expected to communicate constructively with children, their parents, and each other. They are to appreciate the organization of the learning environment, the instructional materials selected, and the curriculum.

Children grow, develop, and learn best through:

- Play and active involvement with the people and materials in their environment.
- Understanding of their personalities. Each child has a unique temperament, as well as growth and behavior patterns. Each child grows and develops at his or her own individual rate.
- Interaction and relationships with adults. Children thrive on supportive, positive, and individualized adult-child interactions. The adult's role is to stimulate, guide and enhance the development of the whole child.
- A pleasant atmosphere of acceptance, mutual respect, fairness, consistency, clear limits, clear expectations, and encouragement.
- Fair treatment. Rigid classroom routines (sitting and waiting turns for long periods, lining up) are inappropriate for use with young children.
- Exploring their environment. Children create their own knowledge from the inside out. The environment provides for active exploration, free choices, a wide variety of hands-on experiences, including opportunities to enhance language and early literacy development.
- Integrated learning. They learn through a variety of experiences using all of their senses.
- Making age-appropriate decisions that require an appropriate level of responsibility. A predictable, organized environment with caring adults, clear expectations, and appropriate consequences supports children's cognitive, physical, social and emotional growth.
- Exposure to the outside world. The outdoor play environment is an extension of the classroom, requiring the same level of adult planning, supervision, and involvement with children. Daily outdoor play gives teachers opportunities to interact with the children, plan and carry out specific learning experiences, and share responsibility for the care of the play area. Constant supervision and concern for child safety shall always be a priority.

THE CENTER'S APPROACH TO CURRICULUM

The Center follows the Creative Curriculum approach for Infants, Toddlers, and Twos. It also follows the Creative Curriculum approach with older children.

The Creative Curriculum for Infants, Toddlers & Two Year Olds

Creative Curriculum teaches that good infant care is neither baby-sitting nor preschool. It is a special kind of care, characterized by respectful, responsive relationships. Infant/toddler caregiving emphasizes child-directed learning. Policies fundamental to this approach include: primary and individualized care, small groups, cultural responsiveness, and inclusion of children with special needs. This setting is critical in this approach. Creative Curriculum personnel design the environments at the Center to ensure safety, offer infants appropriate developmental challenges, and promote optimal health. For additional information about The Creative Curriculum for Infants, Toddlers & Twos visit www.teachingstrategies.com.

Creative Curriculum Approach to Preschool Education

Creative Curriculum is one of four developmentally appropriate approaches to curriculum recommended by the SC Department of Education and endorsed by FMU's Early Childhood Program. It is research-based, and the curriculum areas of social/emotional, physical, cognitive, and language development are well integrated. Creative Curriculum aligns with appropriate SC Learning Standards. It clearly defines the vital role of the teacher in connecting content, teaching, and learning for preschool children. For additional information about Creative Curriculum visit: www.teachingstrategies.com

The five components of this preschool curriculum framework are:

- How Children Develop and Learn – what preschool children are like in terms of their social/emotional, physical, cognitive, and language development, and the characteristics and experiences that make each child unique.
- The Learning Environment- the structure of the classroom that makes it possible for teachers to teach and for children to learn. This includes how teachers set up and maintain interest areas in the classroom, establish schedules and routines, organize choice times and small- and large-group times, and create a classroom community in which children learn how to get along with others and solve problems peacefully.
- What Children Learn- the body of knowledge included in national and state standards for six content areas—literacy, math, science, social studies, the arts, and technology—and the process skills children use to learn that content.
- The Teacher's Role- how careful observations of children lead to a variety of instructional strategies to guide children's learning. A systematic approach to assessment enables teachers to learn about and plan for each child and the group.

- The Family's Role – the benefits of developing a partnership with every family and working together to support children's optimal development and learning. This includes getting to know families, welcoming and communicating with them regularly, partnering in children's learning, and responding to challenging situations.

Use of Passive Media

The use of passive media such as television, film, videotapes, and audiotapes is limited to developmentally appropriate programming. Use of this media is limited to occasional extreme weather and is always used for no more than 30 minutes. In keeping with the American Academy of Pediatrics recommendation, the Center does not allow media/computer use for children 2 years old and younger.

ENROLLMENT POLICY

The Center accepts children six weeks through four years old in the full day program. Children in the four year old classrooms must turn four by September 1 of that year. This cut off follows the South Carolina public school system regulation. The Center does not discriminate on the basis of ethnicity, economic level, family structure, language, religion, sex, national origin, or disability.

Please see Appendix VI for Special Needs Policy.

Names are placed on the waiting list by date of application, with priority given to the following criteria, in the order listed, as long as diversity is not negatively impacted:

- Children whose siblings are already enrolled in the program
- Children of FMU faculty, staff, and students
- Children within the Pee Dee Community

If a space becomes available for a child on the waiting list before he/she is ready to attend, the space can be held only if tuition is paid in full each week until the child begins classes.

The following information will be completed prior to a child's enrollment and will be updated as required by DSS regulations and/or requested by Center administration or staff:

- Enrollment Form
- Student Information
- Physical Statement signed by physician
- Copy of Child's Birth Certificate
- Emergency Information/Release Form
- Medical Forms
- Immunization Record
- Parent Agreement to Policies and Procedures
- Child Guidance Agreement –Discipline
- Parent Permission Form consenting for their child to interact with FMU students, researchers and other approved classroom visitors.

***A child cannot attend until the enrollment package is completed.**

HOURS OF OPERATION

The Center is open Monday through Friday from 7:00 AM until 6:00 PM, with the exception of the following closures.

Date Closed	Holiday
July 4 th	Independence Day
September 3 rd	Labor Day
November 22 nd and 23 rd	Thanksgiving
December 20 th – January 2 nd	Winter Break
January 21 st	Martin Luther King, Jr. Day
May 27 th	Memorial Day

Full tuition is due during weeks that include these holidays (excluding Christmas). Full tuition is also due if child is out sick or during weeks with staff days and emergency closings due to weather or other incidents.

WEATHER DELAY & CLOSINGS

In case of severe weather or natural disasters, the Center will follow the decisions of Francis Marion University. The Center is set up with the University's Swamp Fox Alert System. By registering, you will automatically be sent alerts notifying you of emergency closings due to weather or other incidents. Please be aware that standard text messaging rates will apply. Text messaging will use the abbreviation *RCC* for the Gail & Terry Richardson Center for the Child and will include the time of day that the Center will open (or close) in the event of inclement weather. **Please refer to Appendix IV.** You may also call the Center, as there will be a message on the answering machine, if possible.

PROGRAM POLICIES

The following sections will outline the policies of the Center for the Child.

Attendance and Arrival Time

Children benefit from predictable routines. Regular attendance helps them gain the most from the Center's program. **For that reason, children should arrive by 9am so that they can fully participate in planned learning activities.**

Children who arrive before 8:00 AM are accommodated in an age appropriate classroom until their teacher arrives. All classrooms are open by 8:00. A morning snack is served for all children who arrive before 8:30.

Drop Off and Release of Children

All families must log their child in each morning on the key pad at the front desk. A parent or another adult must accompany every child to the classroom and notify the teacher of their presence. Please recognize that for safety reasons children may not walk to their classrooms alone. The Center is not responsible for the child until the parent has signed the child in and a teacher recognizes the child as being present.

Teachers must be informed when a child leaves his/her care. Children must be logged out every day. The names of all adults authorized to pick up each child must be on file with the Center. Parents must notify the Center if someone who does not regularly pick up the child will be coming to take the child home in the afternoon. In this case, the adult must present a photo ID at the reception desk before entering the child's classroom. **They still must be listed on the child release form as an adult who is authorized to pick up the child.**

If there is a court order prohibiting any individual from having contact with a child, the Center must have a copy of the documentation that orders such prohibition. A copy will be placed in the child's folder at the Center, and another copy will be filed with campus security.

Parents need to call the Center immediately should an emergency arise that keeps them from picking up their child on time. Parents will receive a late notice and will be charged a \$15.00 late fee for every 5 minutes, even if they have called the staff to let them know of their late arrival. It is important to call, however, because it is comforting for children and staff to know a parent is on the way. If a child has not been picked up by 6:45 PM and no word or directions have been received from the parent or other authorized adult, a protective service worker or law enforcement officer will be notified to pick up the child. In such cases, the administrator on duty will attempt to reach parents first and then emergency contacts as listed. Documentation of attempted calls will be logged, and someone on staff will remain with the child until she or he is united with his/her family.

Parent's Right to Free and Full Access to their Child

The Center for the Child at FMU shall permit the parent/guardian of a child free and full access to his or her child without prior notice unless there is a court order limiting parental access. Your free access must not disrupt instructional activities or classroom routines. Because we must think of your child and all the children in the classroom, repetitive disruptions will require us to impose limitations on access on a case by case basis.

Meals and Snacks

The Center serves meals and snacks at regularly established times. Food is prepared, served, and stored in accordance with State sanitation laws and USDA guidelines. Menus are located at the front desk and in classrooms for parental review.

Meals at the Center are served family style and are used as an opportunity for developing appropriate social behaviors, conversation skills, good nutritional habits, and ecological attitudes that discourage food waste.

Parents of infants who are not yet eating table food must provide formula or breast milk in bottles clearly marked with the child's name. Milk will be stored in refrigerator no longer than 48 hours. Staff discards any formula or human milk that is served but not completely consumed or is not refrigerated after one hour. The parents must provide baby food as needed. **Baby food is to be in unopened containers with the child's name written on it.** After feeding, infant's gums and teeth are wiped with a disposable soft cloth or tissue. No milk or infant foods are warmed in a microwave oven. A nursing room is available for your convenience. **Glass bottles are NOT allowed.**

Note: Infant families will receive additional infant room policies.

The Center strives to partner with families to accommodate the nutritional and cultural needs of each child. It is important to indicate any special dietary needs (i.e. allergies or cultural/religious food preferences) on enrollment forms. **Parents need to bring these needs to the attention of the caregivers at the time of enrollment or transition into a new classroom.** Parents will be asked to provide alternative meals and snacks if the regular menu cannot meet their child's dietary needs. **Do not bring fast food (McDonald's, Burger King, etc), soft drinks, or sweet snacks or desserts for your child to eat at the Center.**

Our center strives to limit sugar intake:

- Juice is allowed once per day in serving size specified by CACFP (100% fruit juice only)
- Sugar-sweetened beverages shall not be served
- Sweet food items served no more than 2 times per week

Our center strives to limit foods and beverages high in fat:

- High-fat meats served no more than 2 times per week
- Only skim milk or 1% milk for children age 2 and over
- Fried or pre-fried vegetables, including potatoes, served no more than once a week

Our center strives to serve fruits, vegetables and whole grains:

- Fruit (not juice) served at least 2 times per day
- Vegetable (other than white potatoes) served at least once a day
- Whole grain foods served once a day

Water is offered to children throughout the day.

Clothing and Personal Belongings

Clothing should be comfortable enough to allow children to fully participate in a wide variety of activities (i.e. painting, water play, sandbox, etc.) without concern that clothes will be damaged. For safety, as well as health reasons, children should wear comfortable footwear, with closed toes that fit securely on their feet during active play.

Children are expected to dress appropriately and be ready to go outdoors in every season. Please dress children in cool clothing for summer; warm coats, hats and gloves in the winter; and sweaters in the fall and spring. Parents are responsible for providing a new bottle of sunscreen (labeled with their child's name) each spring. Sunscreen will be applied when needed if written permission for its application is on file.

Each child is expected to keep a complete change of extra clothing, including socks, at the Center. **Extra clothing should be placed in a plastic Ziploc bag, clearly labeled with your child's name.** During toilet training you will be asked to bring at least two extra changes of clothing. Please remember that your child is gaining independence and is learning to care for his/her personal needs. One-piece playwear or waistbands with buttons, zippers and belts are difficult to manage and time consuming. Parents of infants and toddlers also need to provide disposable diapers, wipes, and any needed ointment. **Parents, please label everything you bring for your child. Please be mindful that if your child soils his/her clothes and does not have a change, he/she will be sent home.**

Parents should provide a small blanket labeled with their child's name for naptime. Parents will be responsible for laundering these items on a weekly basis. A soft toy or doll from home may also be provided for naptime comfort only. The Center cleans cots at a minimum of once per week.

Children should not bring other toys from home except for special projects. The Center provides adequate toys and materials for all children and cannot take responsibility for items from home that may get lost or broken. Toys from home also become a burden for the classroom teacher as she must resolve conflicts over the sharing of those toys.

Supervision of Children

Appropriate adult supervision is required at all times, both in the classroom and on the playground. No child is ever to be left unattended or out of a teacher's sight.

FMU Students

FMU students are always under the supervision of regular, fully qualified staff, with the exception of Graduate Students who have been SLED/FBI checked and do possess a red badge. The number of extra adults in the classroom is limited to two on the infant/toddler side and three in classrooms for twos, threes and fours. Students must schedule their visits, wear an appropriate nametag with their FMU ID, and check in at the front desk.

***Please see Appendix III for information on nametag identification.**

Outdoor Play

Outside play is an extension of the curriculum and is aimed at promoting healthy physical motor growth and socialization. Teachers are encouraged to take stimulating materials outdoors to extend curriculum activities. Your child will play outdoors every day if the weather permits. Remember to dress your child appropriately for the season and dress your child in clothes and shoes appropriate for physical activity. Safe play areas will be provided for infants and toddlers, including mats/blankets for non-walkers. **If your child is too ill to go outside, she or he belongs at home.**

***Parents will be required to sign our physical activity policy annually.**

Field Trips

Well-planned and carefully supervised field trips are an important part of a quality curriculum for children three years old and older. Parents are welcome (and encouraged) to help chaperone all field trips. **Field trips will be limited to on-campus excursions.**

On such occasions, children are always accompanied by an adult and closely supervised. Parents are asked to sign a consent form at the time of enrollment giving permission for their child to participate in activities outside of the fenced playground.

Child Guidance & Discipline

The goal of the Center's child guidance policy is to build self-worth, increase social competence, and enhance the dignity of each child. All guidance and discipline techniques used at the Center shall be in accordance with this positive emphasis. The purpose of any set of procedures should be to teach children how to control themselves in various situations.

A child's early experience of nurturing and forming a bond with a caring adult affects all aspects of behavior and development. When caregivers and children have strong, warm feelings for one another, children develop trust. Trust provides what they need to thrive, including love, acceptance, positive guidance, and protection. These positive and relationship building experiences encourage appropriate behaviors from children.

Positive approaches to guidance include:

- A well-designed, developmentally appropriate learning environment that provides appropriate learning experiences;
- Sensitivity to the developmental, cultural, and individual needs of each child;
- Thorough investigation of the situation. When inappropriate behavior occurs (such as biting), the teacher shall examine the situation to determine the cause; i.e., something in the classroom, stress at home, a physical problem with the child, or some other factor. The teacher shall be responsible for documenting patterns of inappropriate behavior and bringing such patterns to the attention of parents and administrators, and consultants.

The Center for the Child at FMU follows the procedures given below for encouraging self-discipline.

Infants and Toddlers (6 weeks-17 months)

While working with infants and toddlers, teachers will use such strategies such as: prevention, distraction, encouraging, modeling, and enticing the child to a new activity. Infants and toddlers should never be put in time out because it is developmentally inappropriate.

Toddlers (18-24 months) Two, Three, Four, & Five Year Olds

The Center will use techniques such as: prevention, redirecting, humor, reminding, encouraging, modeling, discussion, problem solving, and conferencing to address issues related to guidance and discipline. Quiet time may be used as a behavior management technique to assist in solving an on-going behavioral problem for this age group. Quiet time (time out) will be no longer than one minute per year of the child's age. Quiet time will be followed by redirection and positive encouragement.

**The Center for the Child does not permit ANY FORM of corporal punishment.
The Center for the Child does not use food as reward OR punishment.**

These discipline techniques are NOT permitted:

- Corporal punishment or physical force.
- Deprivation of food, water, physical activity, nap or rest time, a comfort item from home, or bathroom facilities.
- Unsupervised isolation. Teachers will use calm down time to help children compose themselves before returning to play. Further, it is recommended that more appropriate methods of redirecting and/or guiding children, as described in *Developmentally Appropriate Practices* (Bredekamp & Copple; 1997), be used with four, five, and six year olds.
- Disrespect or ridicule. Adults are expected to always show respect for children by never addressing them harshly or with intimidation. Children will not be threatened, shamed, or belittled. Also, in accordance with the NAEYC Code of Ethics, Center personnel will not discuss a child's behavior with other adults, in the presence of other children, or with other parents. Written or verbal reports to parents regarding conflicts will guard confidentiality by not revealing the name of any other child involved.

The aforementioned practices on discipline are reviewed with parents at the time of enrollment.
***Parents will be required to sign our discipline policy annually.**

Transitions

The Center believes that the smoother the transition, when moving from one classroom to the next, the more secure the child, parents, and caregivers will feel. When teachers and parents agree that a child is ready to transition to the next classroom, parents and teachers will work to make the transition process meet the child's individual developmental needs. Parents, the primary caregiver, and the new classroom teacher(s) will plan to conference before the transition process begins to ensure its success.

Child Abuse and Neglect

State law mandates childcare providers to immediately report any suspected child abuse or neglect to the Department of Social Services. All staff and parents in the Center annually sign a written statement to this effect. The number one priority of the Center is to protect all children in its care.

Emergency Procedures

Current emergency phone numbers for each child shall be kept on file so that a parent or designated emergency contact can be reached in the case of an emergency. It is important that families report changes in their own and emergency contacts' phone numbers to the office. Failure to provide updated emergency phone numbers/contacts will be grounds for termination of services.

Parents, then emergency contacts will be telephoned in case:

- A child becomes ill or injured while attending the Center. Emergency contacts will be called if parents cannot be reached in a reasonable amount of time.
- A child is left at the center until 6:30 PM or later.
- The Center must close because of extenuating circumstances such as a weather emergency or utility interruption/ problem (plumbing, electrical, heating/air)

Injury/Accidents

In the event of a minor accident at school, first aid measures will be taken and an *Accident Report Form* will be completed. The original Accident Report will be given to the parent, and a copy will be placed on file in the child's folder. Minor scrapes and bruises are treated with tender loving care. The Center does not call parents for every minor injury. Parents will be called in the case of accidents that may need a healthcare provider's attention. The Center will always call parents in the event of one of the following:

- Injury to the head or face
- Injury that causes a great amount of bleeding
- Insect stings/bites
- Injury or incident that upsets the child to the point of inconsolability

In the event of a serious accident or emergency, the child will be taken to the hospital by ambulance. Every effort will be made to contact parents immediately. If parents cannot be

reached, the Center will attempt to reach the emergency contacts and then the physician listed on the *Enrollment Information Form*. In the event the child's healthcare provider cannot be reached, an assigned member of the staff will stay with the child and secure needed medical treatment. Emergency information for the child shall be taken with the child to the hospital or emergency location.

Illnesses

To protect the health of all children, the Center follows the guidelines of the American Academy of Pediatrics for exclusion. The Center for the Child at FMU requires that a child with the following conditions be excluded from the Center until his/her recovery has reached a stage conducive to inclusion in regular Center activities. If the illness begins at the Center, your child must be picked up within the hour. **Please understand that the Center's Childcare Director or designee has the final decision as to whether or not a child is ready to return.**

Your child will not be admitted to the center with the following conditions:

- **Fever** of 100° F or above when taken under the arm; the child must be fever free for 24 hours, without receiving fever reducing medication, before returning to the Center, or have a written excuse from the doctor stating that the child does not have a communicable illness.
- **Diarrhea** – Uncontrolled diarrhea characterized by an increased number of bowel movements compared to the child's normal pattern and/or with increased stool water not contained by diaper or toilet use. The child may not return until he is diarrhea free for 24 hours.
- **Vomiting** – One or more episodes of vomiting. The child may not return until 24 hours after the vomiting stops.
- **Chicken Pox** – Until seven days after onset of rash; or until all sores have scabbed over.
- **Hand Foot Mouth Disease (Coxsackievirus)** – The child may return three to six days after no longer contagious.
- **Head lice** – 24 hours after treatment is begun and nits are no longer present. The child will be checked upon return.
- **Impetigo** – 24 hours after treatment is begun; doctor's excuse must be presented.
- **Mouth sores** – With drooling unless a physician or health official determines the condition as non-infectious. Must have a doctor's excuse to return.
- **Pink eye (purulent conjunctivitis)** – After the condition has been evaluated and/or treated by a professional. The child must have a doctor's note upon return.

- **Rash or behavior change** – The child may not return until a physician determines that the illness is not a communicable disease.
- **Ringworm or Pinworm** – 24 hours after treatment is begun.
- **Roseola** – after rash and fever are gone.
- **Rotavirus** – The child may return after the diarrhea stops for 24 hours which can be up to 9 days but no less than 2 to 3 days.
- **Scabies** – 24 hours after one treatment with prescription cream.
- **Streptococcal pharyngitis (strep throat)** – Until 24 hours after initial treatment, and no fever for 24 hours. The child must have a doctor's excuse.
- **Viral or bacterial infections** – Until treated and released by a healthcare provider with note to return; must have a doctor's excuse.
- **Mumps** – The child may not attend for 9 days after onset of gland swelling and must have a doctor's excuse upon return.
- **Diaper Rash** with open sores OR excessive bleeding.
- **Symptoms of possible severe illness, such as unusual lethargy, irritability, persistent crying, difficulty breathing, or other unusual signs – until medical evaluation indicates inclusion - must have a doctor's excuse**

The Childcare Director, in consultation with the child's teaching team, will determine if a child is exhibiting any of the above illnesses or symptoms. If it is decided that the child should be sent home, parents will be asked to pick them up promptly. A reasonable amount of time will be allowed for parents' arrival. If the parents of an ill child cannot be reached or do not respond to the Center's request to pick up their child, the emergency contact identified on the child's *Enrollment Form* will be asked to come in their stead.

All communicable illnesses should be reported to a Lead Teacher or to the Childcare Director. A statement from a healthcare provider denoting the type of illness and the date when the child (or adult) may return to school may be required for contagious illnesses. Contagious illnesses will be reported to DSS and/or DHEC if there are concerns that it is occurring in epidemic proportions. The goal of the Center is to prevent the spread of illness. Parental cooperation is essential in this effort.

***Parents will be required to sign our Illness Policy annually.**

Medications/Treatments

The Center requires written, signed, and dated parental consent to administer any prescription, over the counter medication, or medical treatment. *Medication Authorization Forms* are available at the front desk. A file will be kept on each child requiring medical treatment/medication.

For each medication that is administered by a staff person, a log shall be kept including the child’s name, the name of the medication, dosage, date, time and name of person administering the medication. This information shall be logged immediately following the administration of the medication and a copy will be provided to the child’s parent/guardian.

Non-prescription, over-the-counter medicines, including pain relievers and cold and cough medicines, require written documentation from your healthcare provider. Written documentation should include your child’s name, date of birth, name of medication, your child’s dosage amount and duration that medication is to be administered. Non-prescription, over-the-counter medications must be in their original labeled containers and have child protective caps. Medicine will be administered for up to a five-day period with a parent’s authorization.

If a **prescription drug** is to be given when the child is on the campus, the following conditions must be met:

- The medication must be accompanied by the *Medication Authorization Form*, which states the child’s name, date, name of medicine, dosage, and number of days to be given.
- The medicine container must be properly labeled with the child’s name and the name of the medicine.
- All medications shall be stored in a separate locked container under proper conditions of sanitation, temperature, light, and moisture.
- Discontinued and expired medications shall not be used and shall be returned to the parent or disposed of in a safe manner.

Medication is administered at lunch time only. Parents should request prescriptions that can be given according to the table below:

Schedules for Dispensing Medicine

Frequency	Distributer of Medicine
Two Times	Parents in AM and PM
Three Times	Parents in AM; Center at lunch; Parents in PM
Four Times	Parents in AM; Center at lunch and 5:00 PM; Parents at bedtime.

Research and Training

All children enrolled at the Center will participate in research/training projects and observations conducted by University faculty, staff and students. Parents will be informed and their consent will be requested when special research/training projects are planned that may involve their

child interacting **individually** with a student or researcher. No child may be left alone with a student/researcher that has not had a SLED background check.

Confidentiality

All records and information about children and families are considered confidential and treated as such. You will be notified prior to the release of any records or information and asked for written permission. A child's behavior and development will only be discussed with his or her teachers and parents. A parent does not have the right to know who injured their child (pushing, biting, etc.); they do, however, have a right to know the circumstances and how both children were cared for or disciplined. All staff members are committed to abiding by the NAEYC Code of Ethical Conduct regarding respect and confidentiality. Children's records are stored in secure file cabinets and computer files at the Center. Only authorized personnel will be given access to personal information.

Photographs and Recordings

The Center may video, photograph, and use photographs of your child(ren) for the development of instructional/educational videos and published materials for the internal use of the University with the understanding that each family's privacy will be respected and honored. Teachers and students may photograph or video your child(ren) for the purposes of classroom assignments. Photographs, videos, or news releases may not be used on the Internet or released outside the University without your permission.

Use of Cell Phones

Any staff member using a cell phone cannot be considered in the ratio for supervision. Please do not attempt to contact your child's teacher through text messages or calls to a cell phone. Each classroom is equipped with a phone that can be used if you need to contact your child's teacher.

Babysitting Policy

Staff members are discouraged from babysitting for families enrolled in the Center. If a staff member chooses to babysit for a family enrolled in the center, arrangements should be conducted outside of the Center. Babysitting should not interfere with staff members' obligated hours scheduled at the Center for the Child. Staff members are expected to maintain confidentiality to both the center and family at all times.

Smoke-Free Campus

On July 1, 2009, Francis Marion University became smoke-free. Smoking is prohibited anywhere on campus.

Termination of Services

It is expected that parents will notify the Center in writing at least two weeks in advance of withdrawing from the program. Withdrawal Notice Forms are available at the front desk. If this advance notice has not been given, tuition for the two-week period will still be due.

Parents are invited to request an exit interview with the Center's childcare director upon their withdrawal from the Center.

Services may be terminated when a pattern of any of the following becomes excessive:

- Habitual late pick-ups – please remember the Center closes promptly at 6:00
- Requests for special accommodations that Center staff cannot meet
- Failure to pay tuition or late fees in a timely manner
- Failure to comply with Center policies concerning ill children
- Being unreachable and out of touch by phone
- Failure to provide documentation requested by Center staff and/or required by DSS regulation
- Failure to keep immunization records current
- Failure to provide emergency contact updates
- Behavior that prevents the child from participating safely with peers
- Child or Parent fails to cooperate with interventions
- Inappropriate or abusive behavior and/or verbal abuse or threats by parents, relatives, guardians or other parties toward the Center staff, other parents or children.

*Also, please see Appendix VI for our Special Needs Policy concerning termination of services. Our philosophy of terminating services reflects that found in the NAEYC *Code of Ethical Conduct*.

PROGRAM INFORMATION

Staff Positions

The Childcare Director reports to the Director of the Center for the Child and is responsible for the curriculum, staff, and program at the Center. The Childcare Director is expected to provide comprehensive leadership in developing and maintaining a state-of-the-art child development center, offering quality programs of full-day group care and education for the young children and families, and for overseeing the provision of after school and summer programming for the school-age children who are enrolled. The Childcare Director is responsible for the management of staff and oversees matters related to the scheduling and physical environment at the Center. In the absence of the Childcare Director, the Administrative Assistant or designee will manage the Center for short periods of time in accordance with DSS regulations.

Lead Teachers are the instructional leaders of the classroom. All of the Lead Teachers at the Center hold four-year degrees. They are to assume a leadership role in curriculum development and implementation. They are to also guide and mentor their assistant teacher, FMU students, and classroom volunteers.

Assistants are partners in caregiving and instruction. Most of the Assistants at the Center hold two year or four-year degrees. They are to work to support the Lead Teacher to ensure a smoothly run, positive environment that enhances young children's development, growth and

learning. During summer programming, assistants will take on lead roles in classrooms with support from administration and student workers.

Psychology Partners are School Psychology and Clinical Psychology faculty members in the Psychology Department who comprise an Intervention Team. The team is available to assist teachers with classroom consultation, and to work with children and families who wish to receive assistance.

Childcare Program teachers activate consultation from one of the team members by contacting the Childcare Director with a request for consultation. Concerns that involve the whole class, basic classroom management concerns, or questions regarding whether particular behaviors fit within normal developmental norms are routine and generally conducted without parent contact. If a concern or question involves a particular child apart from the normal classroom issues, or more focused assessment of an individual child will be required, then the parents are informed of the contact and parental consent for further involvement of the Intervention Team Member is obtained.

Parents may also initiate consultation with an Intervention Team Member regarding behaviors at home or school by contacting the Childcare Director.

***Please see Appendix V.**

Each class at the Center for the Child utilizes a teaching team consisting of a Lead Teacher, an Assistant, and Graduate Assistants and/or Student Workers.

Child Assessment

Continuous assessment of each child's development is carried out at the Center. Informal and formal teacher assessments are used to gain insights into each child's social, emotional, cognitive, and physical growth and development. Each classroom collects checklists, developmental assessments, work samples, photographs, and anecdotal records to place in each child's developmental portfolio. This information is used to make informed curricula and planning decisions to provide appropriate activities that will enhance each child's development. These assessment strategies also guide teachers as they share information on the child's learning, growth and development with parents. Psychology faculty and graduate students conduct annual developmental screenings on four year olds. A fall semester developmental clinic is offered during which parents may request a comprehensive developmental evaluation of their child.

Early Childhood Screening

The early childhood years from birth to the start of kindergarten are an important time of rapid learning and growth. Early Childhood Screening is a quick and simple check of how children are doing between the ages of birth to four years. It identifies, at an early stage, possible learning or health concerns so that children can get needed help before starting school. Screening in early childhood supports children's readiness for school and promotes positive child health and developmental outcomes.

The screening process:

- Assures most parents that their child is developing normally and on schedule.
- Provides an opportunity for young children and their families to access a wide variety of services and early childhood programs if needed.
- Promotes and supports parents understanding of their child's health, development, and learning.
- Alerts parents and teachers whether more in-depth assessment, diagnostic work, or referrals may be necessary.

The developmental screening instruments used at the Gail and Terry Richardson Center for the Child have been approved by First Steps for use in comprehensive screening programs for children in South Carolina.

Health Screenings are completed by undergraduate students enrolled in the Nursing Program at Francis Marion University, under direct supervision of nursing faculty. These health screenings include vision, hearing, and physical growth.

Developmental screenings are performed by graduate students enrolled in the School Psychology Program at Francis Marion University. Developmental screenings include cognitive, fine and gross motor, language, social emotional development, and early literacy and numeracy skills. Some additional assessments can be performed by graduate School Psychology students if indicated by screenings and approved by parents.

Screening results are made available to parents, and parents may request to have results explained by qualified staff if desired.

Social Emotional Curriculum

The Gail and Terry Richardson Center for the Child has selected the Promoting Alternative Thinking Strategies (PATHS) curriculum to meet the social and emotional needs of children. PATHS lessons will be given regularly throughout the year to children enrolled in the Three Year Old and 4K Classrooms. Undergraduate students enrolled in either Early Childhood Education or Psychology programs will prepare and provide the lessons. When PATHS lessons are given, a letter will accompany your child home so that you can talk with your child about the PATHS lessons at home. We will keep you up-to-date as we go along.

Birthday Celebrations

Many families eagerly anticipate celebrating their young children's birthdays and enjoy making it a memorable day for the family. The Center welcomes birthday celebrations, but asks that classroom parties remain age appropriate and simple. We encourage healthy snacks like fruit or muffins instead of snacks full of sugar. **Homemade food items are not accepted at the Center due to food allergies.**

Toilet Training

At the Center, toilet training is not encouraged before the age of two. Children must be physically, cognitively and emotionally ready if they are to be successful learning to toilet independently. The child's primary caregiver will follow the family's lead and will partner with the family to make toilet training a relaxed and successful process that builds the child's confidence and self esteem. No child will ever be punished or shamed for accidents. Parents are asked to provide pull-ups or appropriate apparel to foster independence. **Children are encouraged to be toilet trained when they enter classrooms for three year olds.**

Biting

Biting is not uncommon when infants and toddlers respond to the discomfort of teething and when they are beginning to express their strong likes and dislikes. Biting can also occur when children are seeking adults' attention or when they are adjusting to sharing their space and their materials. Biting occurs most frequently when children's language is just emerging – it is sometimes their most effective strategy for expressing their emotions.

We wish that biting never happened – but it does. You can be assured that the Center's staff supervises all children at all times. When working with a child who is using his/her teeth to solve his/her problems, our teachers and caregivers target their efforts to prevent injuries and to change this behavior as quickly as possible.

Teachers model and encourage children to “use their words” to solve their problems. They also model and encourage other appropriate ways to express strong emotions. They may say, for example, “If you are upset you can stamp your feet!” Teachers and administrators also make every effort to work with parents to eliminate biting behavior and can suggest methods for changing the biting behavior, books to share with children, etc.

If a child should be bitten these procedures are followed:

- The child who was bitten receives necessary first aid immediately. He/she is comforted and the injury is washed with soap and water.
- The teacher fills out an *Incident Form* describing what happened. It is put in the files of both the child who was bitten and the child who did the biting.
- If the skin was broken, parent(s) of the child who was bitten are called immediately. If the skin was not broken the incident is discussed with the parent(s) when the child is picked up.
- The *NAEYC Code of Ethical Conduct* requires us to carefully maintain confidentiality. That means that when we discuss issues of concern we will share information about your child ONLY with you.

For additional information about biting you may want to review:

- *Dealing with Biting Behaviors in Young Children*
<http://ceep.crc.uiuc.edu/poptopics/biting.html#parent>
- *Understanding Children: Biting*
<http://www.extension.iastate.edu/publications/PM1529A.pdf>
- *Biting Among Toddlers and Twos: Responses to Try*
<http://www.oh-pin.org/articles/pex-08-biting-among-toddlers-and.pdf>
- *Biting Hurts!*
<http://www.oh-pin.org/articles/pex-08-biting-among-toddlers-and.pdf>

Parent/Family Involvement

The Center for the Child recognizes that parents and families are their child's first teachers and we want them to be actively involved in the Center and their child's room.

- **Parent/Family Workshops**
From time to time Parent/Family workshops on various topics will be offered. Families are strongly encouraged to attend these workshops. Dates, times and topics for the workshops will be announced in advance.
- **Parent-Teacher Conferences**
Lead Teachers will hold bi-annual conferences with parents for the purpose of sharing and gathering information about the children. Such conferences should occur at least bi-annually or at the time of transition. Teachers view themselves as important resources for each child and family. While parents are the child's most important teacher, sharing information about development and learning is a primary way to partner for success. Parents may request a meeting with the Childcare Director, their child's teacher, or primary caregiver at any time.
- **Communication/Access of Child**
The Center for the Child believes in building a partnership with the families of all children enrolled. Open communication is the most important characteristic of this partnership and is considered the most beneficial to the children's learning and development. Parents are encouraged to share information that would be helpful in the staff's caring of their children. The teaching staff will also share information with parents about their children and about the program using the following modes of communication:
 1. Regular newsletters
 2. Face-to-face conversations
 3. E-mail
 4. Written notes
 5. Phone calls
- **Classroom Visits**
All parents have full access to their child without prior notice. Parents are encouraged to visit their child's class to observe or participate in class activities. A classroom schedule will be posted outside of each classroom. There is always room for parents and

grandparents to spend some time with the children or to share talents, hobbies, and interests with all children.

- **Classroom Coordinator Position Description**

Classroom coordinators will be comprised of one parent from each of the classrooms. The purpose of the Classroom coordinator is to assist the classroom teachers and parents and enhance communication amongst all parties while keeping in mind the best interest of all children in the classroom.

Responsibilities include but are not limited to:

- Maintaining regular contact with classroom teachers and parents of the other students in the classroom.
- Assisting with welcoming new parents and their child(ren) to the classroom. Assisting with coordination of the classroom phone tree.
- Assisting teachers with their wish lists and during special events in the classroom.
- Sharing information about a vacancy in this position and help recruit a new coordinator when your child transitions to another class.
- Offering suggestions and make recommendations to Family Advisory Committee (e.g. Family Workshop Topics).

Center Family Access to the FMU Outdoor Pool

Families who choose to use the FMU outdoor pool must request a swimming pool family pass from the Office of Student Affairs in Smith University Center 205. Parents/guardians must complete an Assumption of Risk form for themselves and their minor children. Families are eligible to use the outdoor pool May 15 through August 15. Users must understand, agree to, and adhere to the following rules:

1. Use of the pool is limited to parents/guardians of children enrolled at the RCC and members of the immediate household under 18 years old;
2. Children must be accompanied by parents or guardians at all times;
3. Infants or small children must be appropriately attired, including the use of a swim diaper at all times when in the pool (regular diapers are not allowed in the swimming pool);
4. All users must complete an Assumption of Risk form every summer (available from FMU Student Affairs, SUC 205);
5. Users must adhere to all swimming pool regulations as well as university regulations. Swimming pool regulations are posted at the pool. Both pool and university regulations may be found in the FMU Student Handbook at: **<http://www.fmarion.edu/students/handbook>**.
6. The FMU pool hours may change without notice due to inclement weather, conflicting events, or unavailability of staff.

TUITION AND FEE POLICIES

- 1. Application Fee** – There is a \$25.00 nonrefundable application fee.
- 2. Enrollment Fee** – One Child: \$75.00 Additional Children: \$40 each.
- 3. Tuition Payments** – **Tuition is due the Friday before each school week. A late fee of \$15.00 for each child will be imposed if tuition is not in the lock box by 10:00 Monday morning.** Child care services will then be discontinued until the account is paid in full. If tuition is late three times in a calendar year, enrollment in our Tuition Express automatic payment system will be required.
- 4. Payment for Holiday/Staff/Sick Days** – Payment is required each week. Full tuition is due during weeks that include a holiday (excluding the 10 days the Center is closed in December), staff day or an emergency closing due to weather or other incidents. No credit is given when a child is absent due to illness or vacation. **Payment is still expected before the school week.**
- 5. Payment Methods** – We encourage Tuition Express automatic payments either by automatic withdrawal from a checking or savings account, or by credit card. Applications are available at the Center. Other forms of payment can be accepted. These options can be discussed during Parent Orientation.
- 6. Payment Receipts** – Receipts or customer statements will be issued upon request on a weekly or monthly basis. Year end statements will be made available to all families after the end of the calendar year.

Other Fees

- 1. Returned Check Fee** – There is a \$30.00 fee for all returned checks.
In these cases, the fee will be added to your account with the Center and is due immediately. Payment should include all past due tuition and fees. Only cash, money order, or a cashier's check will be accepted. Cash payments must be made at the Cashier's Office. The use of a check for payment is your acknowledgement and acceptance of this policy and its terms and conditions.
- 2. Declined Bank Card Fee** – There is a \$15.00 fee for all declined bank cards.
In these cases, the fee will be added to your account with the Center and is due immediately. If payment cannot be obtained from reprocessing the bank card, an alternate form of payment (cash or cashier's check) will be required.
The use of a bank card for payment is your acknowledgement and acceptance of this policy and its terms and conditions.
- 3. Late Payment Fee** – A late fee of \$15.00 for each child will be imposed if tuition is not in the lock box by 10:00 Monday morning.
- 4. Late Pick Up Fee** – The Center for the Child closes promptly at 6:00 PM. **A \$3.00 late fee will be applied for every minute your child remains at the Center after 6:00 PM.** If a parent fails to pick up a child by 6:00 PM, a staff member will attempt to contact the parent and other emergency contacts. If no one has been reached and the child has not been picked up by 6:45 PM, a protective service worker or law enforcement officer will be notified.

**2018 - 2019 Fee Schedules
Center for the Child
Francis Marion University**

Full-Time Program- Weekly Fees

TUITION FEES ARE DUE THE FRIDAY BEFORE THE SCHOOL WEEK

Classroom	Single Child	Age	Multi-Child*
Infants	\$179	6 Weeks-15 Months	No discount for Infants
Toddlers	\$173	13-23 Months	\$156
Twos	\$166	24-35 Months	\$149
Threes	\$160	36-48 Months	\$144
Preschool Fours	\$155	49-60 Months	\$139

*- Discount applies to oldest child.

APPLICATION FEE - \$25.00 per child

ANNUAL ENROLLMENT/REGISTRATION FEE

NUMBER OF CHILDREN	FEE
One child	\$ 75.00
One or more children	\$ 40.00 for each additional child

The registration fee is due at time of enrollment, then annually thereafter.
Application and registration fees are both non-refundable.

RETURNED CHECK/LATE PAYMENT FEE \$30.00 for each returned check.

DECLINED BANK CARD FEE - \$15.00 for each bank card decline.

LATE PAYMENT FEE - \$15.00 if tuition is not received by 10:00 Monday morning.

LATE PICKUP FEE - \$3.00 for every minute after 6:00 pickup

**These fees will be added to the Center ledger account and are due immediately.

APPENDIX I

Child Guidance and Discipline Procedures

The purpose of guidance and discipline is to teach a child to have self-discipline. The emphasis of any set of procedures should be to teach the child to learn how to control themselves in various situations.

The Center for the Child **DOES NOT** permit:

- Any form of corporal punishment
- Any strategy that hurts, shames, or belittles a child
- Any strategy that threatens, intimidates, or forces a child
- The use food as reward OR punishment
- Withholding physical activity as punishment

The Center for the Child follows procedures listed below to encourage self-discipline.

Infants and Toddlers (6 weeks-17 months)

While working with infants and toddlers, teachers will use such strategies such as: prevention, distraction, encouraging, modeling, and enticing the child to a new activity. Infants and toddlers should never be put in time out because it is developmentally inappropriate.

Toddlers (18-24 months) Two, Three, Four, & Five Year Olds

The Center will use techniques such as: prevention, redirecting, humor, reminding, encouraging, modeling, discussion, problem solving, and conferencing to address issues related to guidance and discipline.

Quiet time may be used as a behavior management technique to assist in solving an on-going or habitual behavioral problem for this age group. Quiet time will be no longer than one minute per year of the child’s age. Quiet time will be followed by redirection and positive encouragement.

* * *

I understand The Center for the Child at FMU Policy on Child Guidance and Discipline Procedures and agree to support and/or follow these procedures.

Parent/Guardian Signature

Date

Printed Name

APPENDIX II
Parent and Guardian Permission Form

The relationship that evolves between parents and teachers contributes tremendously to the sense of trust that is developing in each child. Parents and teachers have important complimentary roles and responsibilities in making a young child's experience in group care of the highest possible quality. Therefore, the Center will provide developmentally appropriate care and instruction for all students.

Please read the following conditions for participation in The Center for the Child at FMU. If you feel that you are able to accept them, sign and return the form to the Center.

1. I agree to participate fully in parent-school activities, including scheduling parent-teacher conferences. I will do my best to keep teachers informed of changes at home and to work with suggestions made by the instructional staff.
2. I understand that my child will be observed and will participate in training and research projects approved by the Center. I will be informed of any special projects in which he/she may be involved, particularly if he/she will interact individually with the researcher.
3. I give the Center permission to video, photograph, and use photographs of your child(ren) in the development of instructional/educational videos and published materials for internal use of the University with the understanding that each family's privacy will be respected and honored. Teachers and students may photograph or video your child(ren) for the purposes of classroom assignments. Photographs, videos, or news releases may not be used on the Internet or released outside the University without your permission. At no time will students be identified.
4. I understand that if my child is unable to function in a group setting, he/she may be asked to undergo diagnostic assessment and may be referred to another agency for assistance. If these resources are not able to provide the necessary assistance such that your child can not function at the Center for the Child, you may be required to withdraw your child and seek services elsewhere.
5. I understand that my child may go on walks outside the playground area as a learning experience. I know that I am encouraged to be a part of such activities with my child.
6. I have received a copy of the Parent Handbook and have received an orientation on the Center for the Child Policies and Procedures.

Child's name: _____

Parent/Guardian Signature: _____

Administrator's Signature: _____

Date: _____

APPENDIX III
Participation in Child Development
Color System

Nametags will be placed in a color holder which indicates the level of contact that individual may have with a child. This system is to help identify at a glance those levels.

- Red – Individuals **may be** alone with child/ren. They have been cleared by the SLED/FBI background and fingerprinting checks. They include child development staff, clinical staff, and students who have parental permission to involve a particular child for a specific purpose.
- Green – Individuals who **may not be** alone with child/ren. They have not been cleared by SLED/FBI. They include students who are observing/participating in a classroom assignment in a child's room in the child development wing.
- Blue - Individuals who **may not be** alone with child/ren. They have not been cleared by SLED/FBI. These are the students who are taking classes in the FMU classrooms in the child development building.
- Visitor's Badge – Individuals who are in the building for a period of time for a particular reason. They may include parents (not dropping off or picking up child), maintenance persons, etc. They must sign in at the reception desk, write their name and date on the badge, and return the badge upon leaving the building.
 - Red card holders must be signed out with proof of SLED/FBI clearance.
 - Parents dropping off and picking up child/ren only need to use their keyfob.

APPENDIX IV



Dear Parents,

The Swampfox Alerts has been adopted by Francis Marion University in order to quickly notify students/faculty/staff via SMS text messaging in the event there is a campus emergency. The Richardson Center for the Child (RCC) is excited to announce that this quick, easy and reliable feature is now available to you as a parent.

Although this system is optional, we strongly encourage you to register one cell phone number per family to receive information in the event that the center must close. By registering you will automatically be sent alerts notifying you of emergency closings due to weather or other incidents. Please be aware that standard text messaging rates will apply. Text messaging will use the abbreviation *RCC* for the Gail & Terry Richardson Center for the Child and will include the *time of day* that the center will open or close in the event of inclement weather.

If you already have this feature as faculty/staff/student, please let me know. Please call me at 661-1630 or come by to see me if you have any questions.

Sincerely,

Melissa Ward, Child Development Director

Please return

_____ would like to be included in the SwampFox Alerts System. The cell number that I want the text messaging sent to is (____)_____. My cell phone carrier is _____.

I understand that text messaging rates will apply.

Signature

Date



GAIL & TERRY
RICHARDSON

Center for the Child
Francis Marion University

Consultation Services

Appendix V

The Childcare Program at the Gail and Terry Richardson Center for the Child places a premium on helping children and families succeed. We are fortunate to have the support of the Francis Marion University Psychology Department, which enables us to obtain state-of-the-art services for our children and families, at no cost to the family.

School Psychology faculty members in the Psychology Department comprise the Intervention Team. The team is available to assist teachers with classroom consultation, and to work with children and families who wish to receive assistance.

Services are child-focused and are primarily designed to discover the strengths of the child and to develop a plan for capitalizing on those strengths within the classroom. Of course, for children who are experiencing needs in certain areas, plans are developed to help them achieve their fullest potential.

The types of services provided vary according to the strengths and needs of each child, but typical services might include: classroom observation; teacher consultation; individual evaluation of cognitive, emotional, and behavioral functioning; one-on-one sessions with the child; meeting with parents to develop home-based behavior plans; and conjoint meetings with children and parents.

The members of the Intervention Team are:

- **Dr. Sam Broughton:** school psychology, applied behavior analysis (behavioral assessment, classroom behavior management, teacher consultation, school-wide behavioral supports, response to intervention).
- **Dr. Crystal Hill-Chapman:** school psychology, child clinical psychology, pediatric psychology (prevention programs, parent training, developmental disorders).
- **Dr. Traci Taber:** school psychology, applied behavior analysis (behavioral assessment, classroom behavior management, teacher consultation, school-wide behavioral supports, response to intervention).

If you would like more information about the Intervention Team and the services provided by the interventionists, please contact your child's teacher, or you may call Dr. Sam Broughton at 843-661-1638.

Gail & Terry Richardson Center for the Child

524 Francis Marion Road
Florence, SC 29506
Phone: 843.661.1900
Fax: 843.661.1910

www.centerforthechild.org



APPENDIX VI

Special Needs Policy

The Gail and Terry Richardson Center for the Child accepts children with special needs as long as a safe, supportive environment, that can meet the child's needs, can be provided. When a child with special needs' application for admission to the program is submitted, the Center Childcare Director, a FMU Psychology faculty member, and the parent(s) will meet to review the child's care requirements. To help the program staff better understand the child's needs, the parent(s) of a child with special needs will be requested to provide relevant developmental assessment information and/or arrange to have the child assessed as determined by the RCC Childcare Director and a FMU Psychology faculty member.

If the RCC Childcare Director and FMU Psychology faculty member determine the RCC program is able to meet the needs of the child, the child will be enrolled in the Center. If there is a determination that the Center cannot adequately meet the needs of the child, then the child will not be enrolled and Center staff will offer the parent(s) recommendations of where appropriate services might be found.

The parent(s) of special needs children will consent to allow on-going assessments to be conducted as determined by the Childcare Director and a Psychology faculty member, to assure that RCC programming is continuing to meet the needs of the child. Parents also may be asked to authorize release of information from providers of special services to help the Center coordinate the child's care. Both of these provisions apply to special needs children while enrolled at the Center.

If the RCC Childcare Director and FMU Psychology faculty member determine the RCC program is unable to meet the needs of the child or parents do not cooperate with requested assessments and interventions, the child is subject to dismissal from the Center and the Director will work with the parent(s) to find a more suitable placement.

APPENDIX VII

RCC TELEPHONE NUMBERS:

Main Line – Front Desk	843-661-1900
Fax Line	843-661-1910
Child Care Director	843-661-1630
Business Office	843-661-1909
Infant Room	843-661-1901
Toddler Room	843-661-1908
Twos Classroom	843-661-1903
Threes Classroom	843-661-1906
Fours Classroom	843-661-1905

