

2016-2017

PARENT HANDBOOK

Love N Cherish Academy



Love N Cherish Family Center, Inc.
2199 MT. HOLLY ROAD ROCK HILL, SC 29730

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INTRODUCTION

Love N Cherish Academy (LNCA) values inclusion and diversity and strives to include families from the Rural area of York County who represent a wide range of educational and economic backgrounds. It welcomes all children who can participate in, and benefit from, programming with a diverse and well-qualified staff. The Academy fulfills a very exciting mission on Love N Cherish Family Center Campus and in South Carolina's childcare community. It offers full time, high quality childcare and education for young children, ages six weeks through pre-kindergarten with afterschool, holiday and summer programming for children up to 12 years of age.

The Academy reflects current standards of best practice as articulated by the National Association for the Education of Young Children (NAEYC) and adheres to all SC ECE licensing regulations. The NAEYC *Code of Ethical Conduct* guides all decisions regarding programming and relationships. The Code can be accessed on-line. Go to NAEYC.org -> Resources -> Position Statements -> Code of Ethical Conduct and Statement of Commitment.

Parents¹ are recognized and valued as active members of the Academy's team and are partners in guiding the care and education¹al needs of their children. Families and Staff are will engage in respectful, professional communication and partnership for the benefit of children.

The Academy is governed by a Governing Board, comprised of the Love N Cherish Academy Director, the CEO of Love N Cherish Family Center, Inc., one current parent, one past parent, and two community members of York County, SC.

The Children's Academy policies are subject to update as needed. By enrolling in the Academy, Parents agree to comply with all Academy and classroom policies.

STATEMENT OR PURPOSE

VISION: Our vision is to enable all children and families to reach their highest potential in becoming a confident leader of their community by promoting Trust, Education, Creativity, Safety, Health, and Social Responsibility through our nurturing and giving approach to life.

VALUE: We recognize our work with children and families is an investment in the future of America. We best serve children with families as partners in education, health, research, and advocacy.

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. Our environment provides the developmental materials- (manipulative toys, 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 letters, 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-dough, and sand/water play. Children learn to control the medium and satisfaction comes with learning the creation of something that is uniquely their own.

¹ We use the word "parent" for simplicity but appreciate that many families are made up of other primary caregivers including grandparents, foster parents, and guardians.

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.

NON-DISCRIMINATION POLICY

Love N Cherish Academy provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of sex, race, national origin, religious belief, age, marital status/family structure, disability, sexual orientation, or veteran status. No child will be denied access to activities, materials, or equipment on the basis of sex, race, national origin, culture, or family structure. Children will not be encouraged or discouraged in ways that reinforce stereotypes.

The Academy attempts to accommodate children with special needs. The Academy does not have the resources to staff special needs specialists; enrollment of a child with special needs is contingent on appropriate support specialists being provided by the family.

PROGRAM STANDARDS

LNCA 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 -> resources -> position statements.

The Academy adheres to the South Carolina Department of Social Services (DSS) Early Care and Education Office licensing requirements, the enhanced program standards of Child Care, the Development Block Grant (CCDBG) under the ABC voucher program, and our state's fire and sanitation codes.

ECE License: The Academy is licensed by the SC Department of Social Services Early Care and Education Office (ECE). The re-licensing process is repeated every two years and includes visits from the Health Department and the State Fire Marshal. Unannounced visits are conducted by ECE to ensure consistent adherence to state standards. <http://childcare.sc.gov/main/docs/laws/114500.pdf>

Advocates for Better Care: 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, facilities, instruction, finance, and related standards. The program has yearly monitoring visits conducted by the ABC staff. The Academy currently has an enhanced status with the ABC system. Families who have been awarded an ABC voucher are welcome to enroll their children at the Academy. <http://childcare.sc.gov/main/general/programs/abc/index.aspx>

Child/Teacher Ratios: LNCA strives to adhere to these Level A ratios.

A Comparison on Level A and South Carolina ECE Staff: Ratio Staff:Child Ratio

Child's Age	Level A	Current ECE	Nap Time
Birth to 1 year	1:5	1:5	1:5
1 -2 years	1:5	1:6	1:6
2-3 years	1:7	1:8	1:16
3-4 years	1:11	1:12	1:24
4-5 years	1:13	1:17	1:34
5-6 years	1:15	1:20	1:34
6-12 years	1:18	1:23	1:34

Low ratios and small groups are important criteria of quality care. SC regulations do not limit group size, however the Academy follows Level A guidelines and keeps group sizes at two-times ratio (i.e. two caregivers can care for a maximum of ten infants or twenty-six 4-year-olds).

During rest times the Academy follows ECE nap time ratio regulations. Under certain other instances, SC licensing ratios may be applied.

LNCA PHILOSOPHY

Teachers and caregivers are expected to base their work on their knowledge of each child's age and developmental level, his or her individual needs, and the family's culture. They enhance and support children's intellectual, social, emotional, and physical growth and development, ensuring that learning

occurs across these domains. The Academy's staff is expected to communicate constructively with children, their parents, and each other.

The following statements describe the Academy's approach to child development:

- Teachers organize classrooms in ways that enhance children's optimal growth, development, and learning.
- Materials selected help support the curriculum.
- Children learn best through play and active involvement with the people and materials in their environment.
- Children are developmentally complex persons each with unique temperament, growth and behavior patterns. Each child grows and develops at his or her own individual rate.
- The interactions and the relationships that form between adults and children are the most important components of quality early care and education. 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.
- The best atmosphere for learning is one of acceptance, mutual respect, fairness, consistency, clear limits, appropriate expectations, and encouragement.
- Children's thinking and cognitive abilities are quantitatively and qualitatively different from those of adults. Neither adult logic nor inappropriate adult expectations shall be imposed on children. Rigid classroom routines (sitting and waiting turns for long periods, lining up) are inappropriate for use with young children.
- Learning is an active process. Children create their own knowledge from the inside out. The environment will provide for active exploration, making free choices, a wide variety of hands-on experiences, and many opportunities to enhance language and early literacy development.
- Children's learning is integrated. They learn through a variety of experiences using all their senses.
- Children learn responsibility by making age-appropriate decisions and having an appropriate level of responsibility for their actions. A predictable, organized environment with caring adults, clear expectations, and appropriate consequences supports children's cognitive, physical, social, and emotional growth.
- The outdoor 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.

APPROACH TO CURRICULUM

The curriculum reflects a balance of developmental areas including social-emotional development, large and small motor skills, creative arts, dramatic play, reading and language, science and discovery, math and problem-solving, health and safety, social studies, and technology. The Academy uses teacher-created curriculum using the NAEYC Curriculum Standards (<http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf>) South Carolina Early Learning Standards (http://childcare.sc.gov/main/docs/gsgs_finalbook_022608.pdf) and Kindergarten Academic Standards (<https://ed.sc.gov/agency/se/instructional-practices-and-evaluations/>) A guide for parents is also available (<http://childcare.sc.gov/main/docs/ParentGuidetotheStandards8.6.08.pdf>). Teachers also consider information received from children's assessments and individual families when implementing the curriculum. Currently the work of prominent theorists in the field of early childhood education contributes to the curriculum foundation. Piagetian theory which describes the interaction of children with their environment in the development of intelligence strongly influences the instructional methods used in the program. Our classrooms are rich in "hands-on" materials and provide many opportunities for children to actively participate in their own learning.

Teachers and co-teachers serve as guides in the learning process. It is the teacher's responsibility to organize a classroom that provides for children's safety and facilitates exploration, problem-solving, language, and literacy development, and collaboration.

The teachers strive to ask appropriate questions and guide the children into evaluating their actions and subsequent learning. Children's ideas are respected and they are encouraged to discuss and act on them

until they are satisfied with the results. These teaching strategies are designed to instill independence, courage, and cooperation in young children --traits which will have lifelong benefits. Skill development is an important part of the curriculum. Language, problem-solving, mathematical understandings, fine and gross motor skills are developed appropriately through large and small group activities, attractive and well-equipped learning centers and outdoor experiences. Field trips are chosen for their value to the children's interests and learning needs.

Infants and Toddlers (Teenie Turtles and Busy Bees)

PITC Program for Infant/Toddler Care: PITC teaches that good infant care is neither baby-sitting nor a miniature preschool setting. 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 care, small groups, individualized care, cultural responsiveness, and the inclusion of children with special needs. This approach also sees the setting as critical. PITC personnel designed the environments at the Academy to ensure safety, offer infants appropriate developmental challenges, and promote optimum health for the children. For additional information about PITC go to their website: www.pitc.org.

Program for Infant/Toddler Care Philosophy: At the heart of the Program for Infant/Toddler Care philosophy is a commitment to providing care that respects the differing cultures, lifestyles, preferences, abilities, learning styles, and needs of the children and families served. Therefore, the Program for Infant/Toddler Care follows an approach that is responsive to what the infants and toddlers and their families bring to care. PITC emphasizes relationship-based care through the implementation of the following six essential policies:

- **Primary Care:** In a primary care system, each child is assigned to one special caregiver who is principally responsible for that child's care. When children spend a longer day in care than their primary caregiver, a second caregiver is assigned to be the child's primary relationship. Each child should have a special caregiver assigned to him or her at all times during the child care day. Primary care does not mean exclusive care. It means, however, that all parties know who has primary responsibility for each child.
- **Small Groups:** Every major research study on infant and toddler care has shown that small group size *and* good ratios are key components of quality care. PITC recommends primary care ratios of 1:3 or 1:4. in groups of 6-12 children, depending on the age. The guiding principle is: The younger the child, the smaller the group. Small groups facilitate the provision of personalized care that infants and toddlers need, supporting peaceful exchanges, freedom and safety to move and explore, and the development of intimate relationships.
- **Continuity:** Continuity of care is the third key to providing the deep connections that infants and toddlers need for quality child care. Programs that incorporate the concept of continuity of care keep primary caregivers and children together throughout the infancy period, or for the time during that period of the child's enrollment in care.
- **Individualized Care:** Following children's unique rhythms and styles promotes well-being and a healthy sense of self. It's important not to make a child feel bad about him or herself because of biological rhythms or needs that are different from those of other children. Responding promptly to children's individual needs supports their growing ability to self-regulate, i.e., to function independently in personal and social contexts. The program adapts to the child, rather than vice versa and the child gets the message that he or she is important, that his/her needs will be met, and that his/her choices, preferences, and impulses are respected.
- **Cultural Continuity:** Children develop a sense of who they are and what is important within the context of culture. Traditionally, it has been the child's family and cultural community that have been responsible for the transmission of values, expectations, and ways of doing things, especially during the early years of life. As more children enter childcare during the tender years of infancy, questions of their cultural identity and sense of belonging in their own families are raised. Consistency of care between home and child care, always important for the very young, becomes even more so when the infant or toddler is cared for in the context of cultural practices different from that of the child's family.

Because of the important role of culture in development, caregivers who serve families from diverse backgrounds need to:

1. Heighten their understanding of the importance of culture in the lives of infants,
2. Develop cultural competencies,
3. Acknowledge and respect cultural differences, and
4. Learn to be open and responsive to, and willing to negotiate with families about child rearing practices.

In this way, families and caregivers, working together, can facilitate the optimal development of each child.

Inclusion of Children with Special Needs

- Inclusion means making the benefits of high quality care available to all infants through appropriate accommodation and support in order for the child to have full active program participation. Issues already embraced by the PITC –a relationship-based approach to the provision of care that is individualized, and responsive to the child's cues and desires to learn- are equally important for children with disabilities or other special needs. Infants who have responsive, enduring relationships develop emotional security, which gives them the foundation for becoming socially competent and resilient. Infants who have individualized care are allowed to learn and grow in their own way and at their own pace.

Two's (Awesome Ants):The Awesome Ants for two year-olds is the entry point for academic beginnings. Parents' needs are considered almost as important as children's in this room 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 posted on the 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 a 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.

Three's (Chipper Chipmunks): The Chipper Chipmunks classroom 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 manipulative items such puzzles and Lego's 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.

Pre-K (Creative Caterpillars)

Pre-Kindergarten 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 play. Throughout the one or two years a child might spend in the Pre-k program play becomes a rich representation of experiences both real and pretend 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, measuring, and trying out such materials as magnets, magnifiers, and microscopes are available. 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 program 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.

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 is 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/her after your work. If you can stay for a short time, do things with him/her in his/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 feelings 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 him/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 August may not in February, and will not be weather appropriate.
2. Soft toy, small pillow, and nap-sized blanket from home for nap time
3. Supply of underwear if your child is learning to use the toilet and several changes of clothes.
4. Family photo board for display in the classroom (This need varies with age, so ask your child's teacher.)
5. 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. There is not enough room in cubbies for heavy outerwear to be left at school; so parents need to assess the weather and bring what may be needed 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.

A supply list will be provided in August at the beginning of each school year. These supplies are divided into two categories:

1. collective supplies for the entire school
2. your child's personal labeled supplies for the school year.

PROGRAM POLICIES

Enrollment in Love N Cherish Academy: Love N Cherish Academy accepts children six weeks through 5 years old in the full day program and children ages 5 through 12 years old in the before school, afterschool, before and after school, and summer programs. Love N Cherish Academy does not discriminate on the basis of a child's ethnicity, economic level, family structure, language, religion, sex, national origin, or disability.

Before Your Child Starts School: If possible, a gradual introduction to LNCA 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/her, 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 a new student packet and will be required to bring the following items:

Please see Appendix I for the priority of Admission and Waiting List Policy.

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 LNCA administration or staff:

A child cannot attend until the enrollment packet is completed.

- ✓ New Student Enrollment Forms

- ✓ Discipline Policy
- ✓ Child's Immunization Record on the SC DHEC Form
- ✓ Tuition Express and Tuition Agreement
- ✓ Food Program paperwork
- ✓ Name, address and form of identification (driver's license photocopy) for anyone authorized to take the child from LNCA also 114-503 F (2).

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

Parent Orientation: Ensuring the best possible care for all of the children at our Academy is our highest priority. We follow the following procedures when enrolling a family:

1. Parents will tour the Academy or classroom.
2. The child will visit the classroom for at least 30 minutes. Parents will have an opportunity to speak with the classroom teacher and ask questions during the visit.
3. If the parents, teachers, and Academy administrators are all in agreement that the placement is a good match, the parent may accept the space by completing an enrollment form, and paying the registration fee and first week tuition.
4. Continual weekly tuition payments must be made as of the date the space is available in order to retain the enrollment spot. Otherwise, the space will be offered to another family.
5. The classroom teacher or Academy administrator will provide the family with a classroom welcome packet.
6. Parents agree to familiarize themselves with all Academy and classroom policies, and to abide by them. The Family Handbook is available on the Academy website at www.lovencherish.org
7. The entire enrollment packet must be completed, returned to the Academy office, and reviewed by the administration before the child can start.

We thank each family for their cooperation and partnership in supporting the success of all children.

COMMUNICATION WITH PARENTS

Relationships are at the heart of all we do, and communicating appropriately with parents each day is an important part of this. We communicate with families in the following ways: at drop-off, at-pickup, via phone or email throughout the day as necessary, through daily communication sheets, with informational signs on the classroom, doors/Academy doors/dry-erase boards/bulletin boards, etc., twice per school year at Parent-Teacher Conferences, and through each classroom's website.

HOURS OF OPERATION

The hours of operation are from 6:00 am to 5:30 pm Monday through Friday. The Governing Board has approved a calendar that includes closing Love N Cherish Academy 16 days annually for teachers' professional development and for workdays. During this time teachers will be preparing their classrooms for children's transitions, participating in required professional development, planning for instruction, preparing documentation of children's learning, and meeting individually with parents. The academic calendar can be found on Love N Cherish Academy website www.lovencherish.org. It is also posted in each classroom.

WEATHER DELAYS AND CLOSINGS

In case of severe weather or natural disasters, the Center will follow the made by the director of Love N Cherish Academy. Such decisions will be broadcast on local radio and television stations and posted on Love N Cherish Family Center, Inc. website at www.lovencherish.org. If there is no announcement regarding a closed school, one should assume that Love N Cherish Academy will have a regular opening at 6:00am. In the event inclement weather occurs after Love N Cherish Academy's day has already started and it is necessary to have an early dismissal and to close the facility early, Love N Cherish Academy Director will make that decision and will notify the parents via phone, email, and/or text. Children should be picked up as soon as possible after that announcement is made. Love N Cherish Academy Director will post any closings on the website as soon as the decision is made. The director (Erica Roseborough's) cell phone # is 704-907-7706. Of course, parents have the final decision as to how safe it is to travel, when school is open. There will be no tuition refunds for closings due to inclement

weather. 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.

ATTENDANCE AND ARRIVAL TIMES

Children benefit from predictable routines. Regular attendance helps them gain the most from LNCA program. For that reason teachers encourage children to arrive by mid-morning so that they can fully participate in planned learning activities. Children who arrive before 7:30 are accommodated in an age appropriate classroom until their teacher arrives. All classrooms are typically open by 8:00. Breakfast is served for all children who arrive before 8:30. If your child will not arrive at school in time to eat breakfast by 8:30am, please be sure he or she has eaten a sufficient breakfast before arriving at school. We ask that children do not bring unfinished breakfast into LNCA.

Due to activities, staffing, meals that are planned, and arrivals during or just before naptime disrupt classroom routines. For that reason ALL children (except infants) must arrive at the academy by 9:30 am.

The **afterschool program** begins at 2:30 and goes until 5:30.

ABSENCE POLICY

If your child will not be in school, please call Love N Cherish Academy to inform us of the reason as soon as possible; preferably prior to the start of the school day.

DROP OFF AND RELEASE OF CHILDREN

Help your child, if needed, to remove and hang up outer clothing in their cubby. Sign your child in every day in your child's classroom. 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. A parent or responsible adult **must** accompany every child to the classroom and notify the teacher that the child is present. Please recognize that for safety reasons children may not walk to their classrooms alone or be left unattended.

Love N Cherish Academy is not responsible for the child until the parent has made contact with the appropriate teacher and the teacher recognizes the child as being present. Teachers must be informed when a child arrives or leaves the classroom or playground. Children must be signed out every day. 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 couple minutes with your child; read a story, or have some lap time. Children will only be released to authorized adults. The parent/guardian will complete a form listing any and all adults who are authorized to pick up the child from Love N Cherish Academy. When an adult who does not routinely pick up a child comes to LNCA, a photo ID must be presented to the administrator before the person enters the child's classroom. Parents must notify LNCA in writing if someone who does not regularly pick up their child will be picking up their child. Parents must provide Love N Cherish Academy with accurate contact information for this person if the parents will not be reachable. The names of all adults authorized to pick up each child must be on file with LNCA. Any additions, changes, or deletions to the authorization form must be made by the parent/guardian.

Identified biological parents will not be removed from forms or denied from picking up a child unless a court order prohibiting them is provided. If there is a court order prohibiting any individual from having access to a child, Love N Cherish Academy must have a copy of the documentation ordering such prohibition.

In the event someone arrives to pick up a child who appears to be under the influence of drugs or alcohol, law enforcement will be called.

Parents need to call Love N Cherish Academy immediately should an emergency arise that prevents them from timely picking up their child. Parents will be charged a \$2.00 per minute late fee for every minute after LNCA closing time until they arrive at LNCA, even if parents call the staff to let them know they will arrive late. 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 6:30 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.

INTOXICATION-CHILD RELEASE POLICY

If a parent/guardian or other authorized pick-up individual arrives appears to be impaired, intoxicated or under the influence of drugs, Love N Cherish Academy will not release the child to the person under any circumstance and reserves the right to keep the child at the Academy. The teacher will consult with director and we will

1. Contact another parent or another approved emergency contact person to pick up the child;
2. Call the Department of Social Service;
3. Call the law enforcement.

PARENTS RIGHT TO FREE AND FULL ACCESS

The above procedures may be used in any order necessary depending on the circumstances. Love N Cherish Academy 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.

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. School age children must always be within a supervising adult's earshot but may occasionally walk in the hall or to the restroom alone or with a friend.

TRACKING

A parent/guardian or another adult must accompany every child to the classroom and notify the teacher that the child is present and sign-in/sign-out their child the ProCare Check-in station. Please recognize that for safety reasons children may not walk to their classrooms alone. Teachers must be informed by a parent/guardian when a child leaves the classroom, goes outside on the playground, and leaves at the end of the day. LNCA is not responsible for the child until a teacher recognizes the child as being present. Classroom teachers will enter the time of each child's arrival and departure on the classroom's Tracking Sheet. **Do not leave this responsibility up to parents; it is your responsibility to know exactly which children are in your care at all times and to record their arrivals and departures.**

Staff will count and record hourly (or as needed more often) using face to name recognition throughout the hours of operation the number of the children present in each classroom.

Every time the children transition (when children move from indoors to outdoors, from outdoors to indoors, when they enter and exit a vehicle or move to a new location in and around LNCA or anywhere else that we have responsibility for the child) to a different location, the teacher(s) will make a count using face to name recognition of the students and record the information on the Tracking Sheet. When children transition from one space to another, one teacher must be in front of the group and another teacher must be in back of the group with all of the children in between. Children should not go into a space before an adult. An adult should be the last person to leave a space to ensure that all the children are with the group. Tracking sheets will remain in the classroom for a 2 week period.

REFERRAL PROCEDURES FOR CHILDREN WITH DIFFERENT ABILITIES

If teacher observes any red flags or have any concerns about a child meeting developmental milestones:

1. Notify the Director and document about two weeks worth of observations. Teacher should be communicating with parents daily about their child's development in a positive supportive manner. Share the child's strengths and your concerns.
2. Begin filling out an ASQ and/or Social Emotional ASQ (teacher only)
3. Set up an Information Gathering Session with parents and teachers:
4. Ask parents about child's development/behavior at home. Find out whether there have been any changes for the child, what their routines are, parent expectations, etc.
5. Request that the parents complete an ASQ and/or Social Emotional ASQ
6. Get permission to contact BabyNet or First Steps

7. Set up follow-up meeting with Parents, Teachers and Director
8. Share all observed information, forms and assessments

Continue follow-up meetings for Plan of Action to ensure provisions are being followed by school and home.

RESOURCES AND REFERRALS

Agency	Contact Number
ABC Special Needs	803-935-5238 or 803-935-5281
ABC Child Care Voucher Program	1-800-476-0199
Adoption and Birth Parent Services	1-800-922-2504
AFDC/Food Stamps/Medicaid	1-800-868-0404
Child Find (Age Birth to 21 years)	1-866-SC-Find-1
BabyNet Central Office (Age Birth to 3) Department of Health and Environmental Control	1-800-868-0404
Rock Hill School District Three Special Education Department (Age 3 to 21)	1-803-981-1085 or contact your home school district.
Child Abuse Hotline (National)	1-800-422-4453
Child Care Resource and Referral- Early Learning Partnership	1- 803-325-8777
Department of Social Services	1-803-714-7300
Family Connection of South Carolina	1-800-578-8750
NAEYC (National Association for the Education of Young Children)	1-800-424-2460
York County First Steps	1- 803-981-5780
South Carolina Program for Infant Toddler Care	1-803-777-0092

OUTDOOR PLAY

Outside play is an extension of the curriculum and is aimed at promoting children's physical growth and socialization. Teachers are encouraged to take stimulating materials outdoors to extend curriculum activities. Plan for your child to play outdoors every day, when weather permits. Remember to dress your child appropriately for the season, including rain gear. We follow the Child Care Weather Watch for the chill factor and heat index - http://www.scdconline.org/PDF_files/weatherwatch.pdf. The children won't go outside when the wind-chill is below 30°F or when the heat index over 90°F. We try not to stay inside, so be sure your child has appropriate clothing and shoes, as well as clothing to change into if they engage in wet or messy explorations.

If your child is too ill to go outside, she or he belongs at home. The Academy will make appropriate accommodations for children with chronic medical conditions that may make outside play inappropriate.

PHYSICAL ACTIVITY POLICY

The purpose of this policy is to ensure that children are supported and encouraged to engage in active play, develop fundamental movement skills and limit screen time. Our Academy encourages all children to participate in a variety of daily physical activity opportunities that are appropriate for their age, that are fun and that offer variety. In order to promote physical activity and provide all children with numerous opportunities for physical activity throughout the day, our Academy has adopted the following practices:

Daily Outdoor Play

- Encourage a least restrictive, safe environment for infants and toddlers at all times.
- Provide a designated safe outdoor area for infants (ages 0-12 months) for daily outdoor play.
- Provide preschoolers (ages 3 through 5 year olds) with at least 90 -120 minutes of daily outdoor activity play opportunities across 2 or 3 separate occasions.
- Increase indoor active play time so the total amount of active play time remains the same, if weather limits outdoor time.
- Take children outside every day unless the temperature is below 30°F or above 90°F and in the case of weather advisories.

Role of staff in Physical Activity

- Provide teacher planned physical activities (e.g., games and activities) lasting 5-10 minutes at least 2 times a day.

- Will encourage children to be physically active indoors and outdoors at appropriate times.

Indoor and Outdoor Play Environment

- Provide a variety of play materials for children to use that promotes physical activity indoors (e.g. scarves, bean bags, balls, ribbons, CDs).
- Provide a variety of outdoor portable play materials for children to use (e.g. balls, obstacle cones) and/or equipment (hoops, wheeled toys).

Physical Activity and Punishment: Staff members do not withhold opportunities for physical activity (e.g., not being permitted to play with the rest of the class or being kept from play time), except when a child's behavior is dangerous to himself or others. Staff members never use physical activity or exercise as punishment, e.g., doing push-ups or running laps. Play time or other opportunities for physical activity are never withheld to enforce the completion of learning activities or academic work. Our Academy uses appropriate alternate strategies as consequences for negative or undesirable behaviors.

Appropriate Dress for Physical Activity :We expect parents to provide children with appropriate clothing for safe and active outdoor play during all seasons, including closed-toe shoes. Our expectation is that children will play outside every day – please make sure your child is dressed for the weather and has an ample supply of extra clothing and footwear at school to change into.

Screen Time Limitations: Our Academy does not permit screen time (e.g., television, movies, video games and computers) for children two years and younger. Screen time for children aged three and over is limited to 20 minutes per day.

Professional Development: Annual training on promotion of children's movement and physical activity is required for all staff. Staff will be informed of their role in encouraging children to be physically active indoors and outdoors at appropriate times.

CLOTHING AND PERSONAL BELONGINGS

All clothing and personal belongings should be labeled with your child's name. 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 undue concern that these clothes will be damaged. For safety and health reasons, children should wear comfortable footwear that has closed toes and fit securely on their foot during active play. Sneakers are recommended. **Do not send your child to school in flip-flops or open-toed shoes.** 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, sweaters in the fall and spring, rain gear for wet and mildly rainy days.

- ✓ Each child is expected to keep at least one complete change of extra clothing, including socks and shoes at LNCA.
- ✓ You may keep a comb or brush at school for your child if you wish.
- ✓ Extra clothing should be labeled with your child's name and placed in a plastic Ziploc bag. During toilet training please bring at least two extra changes of clothing. Parents should provide a blanket and small pillow (if the child desires) 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. Love N Cherish Academy cleans mats/cots at least weekly.
- ✓ Children should not bring other toys from **home except for special projects.** Love N Cherish Academy provides adequate toys and materials for all children and cannot take responsibility for items from home that may get lost or broken.
- ✓

FIELD-TRIPS AND TRANSPORTATION

Love N Cherish Academy does transport children. In the event that LNCA does transport child a log is kept and taken on the bus/academy vehicle that has the travel plans of the route, children's emergency contact information, and a log to check child on and off the bus. Children can be transported to and from the following schools: Bellview Elementary, Central Child Development Center, Iswa Head Start, Lesslie Elementary, Mt. Holly Elementary, Oakdale Elementary, Independence Elementary, Mt. Gallant

Elementary, Sunset Park Elementary, and The Children's School @ Sylvia Circle. School transportation forms may be signed once for each school year.

Tracking is to be maintained at all times during transportation.

Well-planned and carefully supervised field trips are an important part of a quality curriculum for preschool children. Parents are welcome and encouraged to help chaperone all field trips. LNCA's enrollment contract includes a Field Trip/Transportation Authorization Form. However, a parent's signature will be required each time children aged three and up are going to use LNCA's bus to leave the school grounds for a planned outing. On any outing, stringent, safe ratios will be adhered to and teachers will always have cell phones, first aid supplies, and emergency contact information with them. When planning a field trip, the Teacher submits a Field Trip Authorization Form to the Director in advance. Approved outings are designed to contribute to the curriculum and bring learning to life through a hands-on look at the world beyond the Academy. Well-planned and carefully supervised field trips are an important part of a quality curriculum for preschool children. Parents are welcome and encouraged to help chaperone all field trips.

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, LNCA 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?
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.

MEALS AND SNACKS

The Academy provides breakfast, lunch and afternoon snack daily. The food served meets the guidelines of the Child and Adult Care Food Program under the U.S. Department of Agriculture. Menus are online, posted on the kitchen door and in classrooms for parental review.

Meals at the Academy are served family style and are used as an opportunity for developing appropriate social behaviors, conversation skills, good nutrition habits, and ecological attitudes that discourage food waste. **Breakfast** is served for all children who arrive before **8:30**. If your child will not arrive at school in time to complete eating breakfast by 8:30am, please be sure he or she has eaten a sufficient breakfast before arriving at school. We ask that children do not bring unfinished breakfast into the Academy. Parents of infants who do not wish for Love N Cherish Academy to provide food must provide formula or breast milk in bottles clearly marked with the **child's first and last name and the date it was brought to school**. Unused food from home will be discarded or returned to parents at the end of the day. Baby food is to be in unopened containers and clearly marked with the child's first and last name, and date.

Foods that contain peanuts or tree nuts are not permitted in the Academy, due to the high incidence of dangerous allergies to these foods. In order to keep everyone safe, please be sure you and your child are free of particles and residue on skin and clothing if you consume these foods prior to entering the Academy.

The Academy strives to partner with families to accommodate the nutritional and cultural needs of each child. It is important to indicate any special dietary needs (e.g., allergies or cultural/religious dietary restrictions) on enrollment forms. Parents need to bring these needs to the attention of the caregivers at the time of enrollment and when their children transition into a new classroom. Parents will be asked to provide alternative meals and snacks if the regular menu cannot accommodate their children's dietary needs. Any food brought from home must follow our guidelines. **Do not bring sweets, fast food (McDonald's breakfasts) or soft drinks for your child to eat at the Academy.**

NUTRITION POLICY

Love N Cherish Academy follows the child care nutrition guidelines recommended by the USDA CACFP (Child and Adult Care Food Program) for all the foods we serve. To provide a healthy and balanced diet that includes fruits, vegetables, and whole grains and limits foods and beverages that are high in sugar, and/or fat, our nutrition policy includes the following:

Fruits and Vegetables

- ☐ We serve fruit (not juice) at least 2 times a day.
- ☐ We offer a vegetable other than white potatoes at least twice a day.

Grains

- ✓ We serve whole grain foods at least times a day.

Beverages

- ✓ We only serve water and milk.
- ✓ We do not serve sugar sweetened beverages.
- ✓ We serve only skim or 1% milk to children age 2 years and older.

Fats and Sugars

- ✓ High fat meats, such as bologna, bacon, and sausage, are served no more than once per week.
- ✓ No fried or pre-fried vegetables, including potatoes, are served.
- ✓ We limit sweet food items to no more than once per week.

Role of Staff in Nutrition Education

- ✓ Staff provide opportunities for children to learn about nutrition 1 time per week or more.
- ✓ Staff act as role models for healthy eating in front of the children.

Meal and snack times are planned so that no child will go more than four hours without being offered food. We provide a variety of nutritionally balanced, high quality foods each day so please do not send your child with outside food and drinks.

MONTHLY MENUS

Our menus are carefully planned to follow child care nutrition guidelines at every meal. Each menu is designed to provide a wide variety of nutritious foods that are different in color, shape, size and texture. All of our child care menus include foods that are culturally diverse and seasonally appropriate. We also like to introduce new and different foods and include children's favorite recipes in our menu planning. Menus are rotated on a four week basis to provide the children with a balance of variety and familiarity. Menus are adapted to incorporate local and fresh in-season produce when available.

NUTRITION AND DISCIPLINE

Staff will never use food as a reward or as a punishment.

BIRTHDAY CELEBRATIONS

Many families eagerly anticipate celebrating their young children's birthdays and enjoy making it a memorable day for the family. The Academy welcomes birthday celebrations, but asks that classroom parties remain age appropriate and simple. To comply with the Level A Nutrition Policy, sweets are not permitted.

Please consider the following ideas for celebrating your child's birthday at school:

- ✓ join the class for a meal time or play time
- ✓ read a story to the class with your child
- ✓ facilitate a simple activity in the classroom
- ✓ donate a book or puzzle to the class in honor of your child's birthday
- ✓ bring fresh fruit or vegetables in lieu of sweets

PROFESSIONAL DEVELOPMENT

Annual nutrition training is required to ensure that all staff understand the important role nutrition plays in the overall well-being of children.

CHILD 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.

CHILD GUIDANCE AND DISCIPLINE

Praise and positive reinforcement are effective methods of behavior management of children. When children receive positive, nonviolent, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief, Love N Cherish Academy uses a positive approach to discipline and practices the following discipline and behavior management techniques.

Conferences will be scheduled with parents if particular disciplinary problems occur. If a child's behavior consistently endangers the safety of the children around him/her, then the Director has the right, after meeting with the parents and documenting behavior problems and interventions, to terminate child care services for that particular child

WE DO

- ✓ Communicate to children using positive statements.
- ✓ Communicate with children on their level.
- ✓ Talk with children in a calm quiet manner.
- ✓ Explain unacceptable behavior to children.
- ✓ Give attention to children for positive behavior.
- ✓ Praise and encourage the children.
- ✓ Reason with and set limits for the children.
- ✓ Apply rules consistently.
- ✓ Model appropriate behavior.
- ✓ Set up the classroom environment to prevent problems.
- ✓ Provide alternatives and redirect children to acceptable activity.
- ✓ Give children opportunities to make choices and solve problems.
- ✓ Help children talk out problems and think of solutions.
- ✓ Listen to children and respect the children's needs, desires and feelings.
- ✓ Provide appropriate words to help solve conflicts.
- ✓ Use storybooks and discussion to work through common conflicts.

WE DO NOT

- ✓ Inflict corporal punishment in any manner upon a child. (Corporal punishment is defined as the use of physical force to the body as a discipline measure. Physical force to the body includes, but is not limited to, spanking, hitting, shaking, biting, pinching, pushing, pulling, or slapping.)
- ✓ Use any strategy that hurts, shames, or belittles a child.
- ✓ Use any strategy that threatens, intimidates, or forces a child.
- ✓ Use food as a form of reward or punishment.
- ✓ Use or withhold physical activity as a punishment.
- ✓ Shame or punish a child if a bathroom accident occurs.
- ✓ Embarrass any child in front of others.
- ✓ Compare children.
- ✓ Place children in a locked and/or dark room.
- ✓ Leave any child alone, unattended or without supervision.
- ✓ Allow discipline of a child by other children.
- ✓ Criticize, make fun of, or otherwise belittle a child's parents, families, or ethnic groups.

Note: If, at any point, there is an indication/suspicion that a child may have special needs, Love N Cherish Academy will inform the child's family and make contact with Baby Net for assessment and assistance.

LNCA follows procedures as outlined below in encouraging self-discipline:

For younger children, teachers will use such strategies as: prevention, distraction, encouraging, modeling, and enticing the child to a new activity.

For older children, reminding, explaining, and problem-solving will be used in addition to the above approaches.

A child may need time to calm down before engaging with others. Children will always be supervised by an adult. Calm down time will be followed by redirection and positive encouragement.

TRANSITIONS

Many children transition into a new classroom at the start of the academic year in mid-August. Children are prepared for this transition during the last weeks of the summer session.

Our younger children may be ready to transition at other times of the year. When teachers and parents agree that a child is ready to transition to the next classroom, they will begin a two week (or more) transition process that meets 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. They will also communicate frequently with each other throughout the process.

CHILD ABUSE AND NEGLECT

Child care providers are mandated by state law to immediately report any suspected child abuse or neglect to the Department of Social Services (DSS). A written statement is signed annually by all staff and parents in Love N Cherish Academy indicating their awareness of this policy. The number one priority of Love N Cherish Academy is to protect all the 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. *Be sure that your emergency contact people understand that they will be called upon to pick your child up from LNCA if we are unable to reach you. 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 may be grounds for termination of services.*

Parents and then emergency contacts will be telephoned in case of the following:

1. If a child becomes ill or injured while attending LNCA. Emergency contacts will be called if parents cannot be reached in a reasonable amount of time.
2. If a child is left at LNCA after 5:45pm or later.
3. If LNCA must close because of extenuating circumstances such as a weather emergency.

Staff and children practice evacuation procedures monthly which are posted in each room.

ACCIDENTS and INCIDENTS

In the event of a minor accident at LNCA, first aid measures will be taken and an "Uh-Oh" Report Form will be completed. The original 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. LNCA does not call parents for every minor injury. Parents will be called in the case of accidents that may need a doctor's attention. LNCA will always call parents if their children experience one of the following:

- Injury to the head or face
- Injury that causes a great amount of bleeding
- Injury or incident that has a strong emotional effect on the child

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, LNCA will attempt to reach the emergency contacts and then the physician listed on the *Enrollment Information Form*. In the event an authorized emergency contact person cannot be reached, an assigned member of the staff will stay with the child and secure needed medical treatment.

INCIDENT REPORTING

Teachers will also use an "Uh-Oh" Report Form to communicate with parents about any behaviors we may be tracking. Teachers will engage in ongoing verbal communication with families as a part of this process.

EMERGENCY MEDICAL PLAN

In the case of a medical emergency in which emergency medical care and treatment is warranted, the following steps will be followed:

- Call 911 for First Responders team to come to LNCA and the parent/guardian will immediately be called after that.
- If parents cannot be reached, LNCA will attempt to reach the emergency contacts and then the physician listed on the Enrollment Information Form.

- If CPR or First Aid is necessary, trained staff will administer treatment until the ambulance arrives. First Responders will assess and determine whether the child needs to be taken to the nearest hospital (Piedmont Medical Center) or parents' preferred hospital by ambulance.
- A teacher will accompany the child to the hospital and remain until a parent or guardian arrives.
- A qualified staff member will be assigned to the classroom until the regular teacher returns.
- Emergency information for the child will be taken with the child to the hospital or emergency room.
- In the event of poisoning, we will call the Poison Control Center and follow their directions, then call the parents.

ILLNESSES

To protect the health of all children, the Academy follows the guidelines of the American Academy of Pediatrics for exclusion. The Academy requires that a child, teacher, or volunteer with the following conditions be excluded from the Academy until his/her recovery has reached a stage conducive to inclusion in regular Academy Activities.

Each child enrolled at Love N Cherish Academy 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.

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 until they are no longer contagious or infectious.
- ✓ Giving your child enough time to fully recuperate.

Criteria for Exclusion from Attendance at LNCA* Love N Cherish illness exclusion policies are guided by SC DHEC. If your child has one of the conditions listed below, please keep him or her home from school and inform the Academy immediately:

- ✓ Diarrhea (3 times or more in one day)
- ✓ Rash and/or fever of 100.0 °F
- ✓ Illness which prevents child from fully participating in the program-children may not attend Love N Cherish Academy 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 treatment and cured (no eggs can be present)
- ✓ 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

A copy of South Carolina Department of Health and Environmental Control's Childcare Exclusion List is posted in each room.

If your child has not received immunizations to protect against diseases like Measles, Mumps, German measles, or Chicken pox, he or she may need to be out of school if there are cases of these condition in the school.

*Love N Cherish Academy has a Registered Nurse (RN) on staff as a consultant. The RN is not present at LNCA on a daily basis; however he/she is available during center hours for questions regarding exclusion issues. Depending upon the concern, the RN may be called in to assess your child in order for appropriate actions to be taken for the wellbeing of your child.

CARE OF MILDLY ILL CHILD

Love N Cherish Academy does not care for mildly ill children. If your child is ill, including, but not limited to vomiting, rash, diarrhea or a temperature of 100.0°F he/she cannot return to LNCA until he/she has been without fever or symptoms for 24 hours.

ILLNESS AT LNCA

If a child becomes ill at school, a parent will be child's parent or guardian will be notified, child will be separated from the other children as much as possible and the parent/guardian will be notified for pick up. Conditions and symptoms that are reportable according to the SC DHEC Exclusion List will be reported to the proper authority. 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 in case that no contact is made in a reasonable time (no more than 90 minutes), Love N Cherish Academy will contact the emergency pickup persons designated by the parents or get immediate attention (911) if necessary.

RETURN AFTER 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 or nurse consultant, 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 OF ILLNESS

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

MEDICATION AND TREATMENTS

Only prescription medications will be administered, and these medications are limited to Epi-Pen/Auvi-Q Pen, and nebulizer treatment. The Director, teacher, or RN (if present) will administer a dose of prescription medication needed by a child during the hours when the child is at LNCA 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 (Epi-Pen/Auvi Q Pens will be keep in the first aid kit in the prescribed child's classroom).

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 or RN (if present), or designated staff person.
3. The medicine must be left in the office.

Asthma, Severe Allergies, Seizure Disorders, & 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.

SUNSCREEN, INSECT REPELLENT & MOISTURIZERS

LNCA will not apply a sunscreen products or insect repellent to children while in attendance. LNCA will not apply any form of moisturizer (over-the-counter diaper rash products, petroleum jelly) to a child while in attendance.

CONFIDENTIALITY

All children and families have the right to expect that all information about their family will be kept confidential. A child's behavior and development should be discussed only 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 LNCA. Only authorized personnel - the child's teacher, the director(s), or director designee, an authorized employee of the Department of Social Services, or the child's parent or legal guardian will be given access to the child's personal information.

PHOTOGRAPHS AND RECORDING

All children may be photographed or recorded to develop videos, published material, or news releases, with the understanding that a family's privacy will be respected and honored. Teachers and students may also photograph or record children for the purpose of course assignments or for educational or scholarly purposes. Identifiable photographs will not be used on the Internet without prior specific approval from the parents. Love N Cherish Academy will review and approve all projects that involve the recording of children prior to the project start date.

COMMUNICATION AND PRIVACY

We protect the privacy of our staff and the families we serve and expect all staff and families to follow these guidelines:

- ✓ Email to communicate with LNCA families only on Center-related matters.
- ✓ It is acceptable to email the families in your child's class for strictly social purposes (for example to invite them to your child's birthday party)
- ✓ Email addresses distributed by Love N Cherish Academy are NOT to be used for personal financial gain (for example to invite them to a Pampered Chef party) or for any political purposes whatsoever.

Teachers, administrators, and classroom coordinators frequently use email to communicate important information to families. If you have any questions about the appropriate use of LNCA email addresses check with LNCA administration.

Access to classroom websites will be granted ONLY to teachers, parents, and legal guardians of children in the class. All parents and legal guardians must sign an agreement to keep access information confidential before being granted access to the website. Teachers will distribute website agreements to families.

Occasionally, staff may develop a relationship with families outside of LNCA. Please make arrangements with staff for non-center- related activities when the staff person is not on the clock.

TERMINATION OF SERVICES

Except in the case of an emergency, it is expected that parents will notify LNCA in writing at least two weeks in advance of withdrawing from the program. If this advance notice has not been given, tuition for the two week notification period will still be due.

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

- Habitual late pick-ups
- Requests for special accommodations that LNCA staff cannot meet
- Failure to pay tuition in a timely manner
- Failure to comply with LNCA policies concerning ill children

- Being unreachable and out of touch by phone
- Failure to provide documentation requested by LNCA staff and/or required by DSS regulations
- Failure to keep immunization records current
- Failure to provide emergency contact updates
- Failure of parents to partner constructively with staff
- If a child exhibits extreme behavior that impacts the safety of children and/or adults, the suspended while the case is reviewed. Suspension may result in termination

Our philosophy of terminating services reflects that found in the NAEYC Code of Ethical Conduct.

TOBACCO FREE POLICY

Tobacco-Free Policy: Due to acknowledged hazards to young children arising from exposure to tobacco use and secondhand smoke, it shall be the policy of Love N Cherish Academy to provide a tobacco-free environment for children, parents, staff, student observers, volunteers, and visitors. This policy covers the use of any tobacco product and applies to both employees and non-employee participants of Love N Cherish Academy. The staff and volunteers will serve as role models by refraining from the use of tobacco in the presence of children, parents, visitors or participants.

DEFINITION:

1. There will be no use of tobacco in any area of the child care Academy at any time. If there is a designated tobacco area, it will be located out of the children's sight, away from the main entrances to the building and at least 20 feet away from the Academy's parking lot.
2. All tobacco-related trash, including butts and matches, will be extinguished and disposed of in appropriate containers.
3. There will be no tobacco use in any Love N Cherish Academy vehicle at any time. There will be no tobacco use in personal vehicles when transporting children on child care authorized activities.
4. There will be no tobacco use by staff or volunteers when children are present. This includes both indoor and outdoor activities. Field trips, walks, and all other off-site activities and functions will be tobacco-free.

PROGRAM INFORMATION

SCHOOL AGE PROGRAM

Love N Cherish Academy runs an afterschool program during the academic year for children ages 5-12. We provide bus transportation to LNCA from Bellview Elementary, Central Child Development Center, Iswa Head Start, Lesslie Elementary, Mt. Holly Elementary, Oakdale Elementary, Independence Elementary, and The Children's School @ Sylvia Circle. On occasion, we also provide extended care for Bellview Elementary, Central Child Development Center, Iswa Head Start, Lesslie Elementary, Mt. Holly Elementary, Oakdale Elementary, Independence Elementary, and The Children's School @ Sylvia Circle early release days and school holidays. Love N Cherish Academy will provide meals for School-agers, as we do for other classes. The typical School-age day will consist of 30-45 minutes of homework support, free play in classroom centers, and outside play, weather permitting. Enrollment for the school year begins on July 1.

School-age Summer Camp

Love N Cherish Academy provides a full-day Summer Camp for school-aged children ages 5-12. The Summer Camp consists of a variety of art, science, nature, and cooking explorations, on-site special events, and off-site field trips, including Carowinds (passes are purchased by parents/guardians). The School-age Summer Camp has the following priority for enrollment:

1. Currently enrolled School-agers
2. Siblings of currently enrolled families
3. Families who were enrolled the previous year
4. New families:
5. LNCA staff
6. General public

Enrollment for current families and siblings of current families is due by the end of March. Enrollment for all others will begin April 1. LNCA reserves the right to enroll on the basis of age and development as it best suits the current group of children.

NEWSLETTER	A school-wide newsletter is emailed to parents the first of each month. These newsletters are also available in each classroom.
PARENT BOARDS	Parent boards are in every classroom 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.
SIGN-IN COMPUTER	There is a sign-in computer located in each classroom for parents/guardians to check children in. It is the responsibility of the parent/guardian to verbally notify teachers that their child is present. ALL CHILDREN MUST CHECK-IN using the ProCare Check-In station. This is our permanent record of attendance.
COMMUNICATION NOTEBOOK	There is a communication notebook in each classroom parents to tell the teachers of a child's, 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	Conferences will occur two times a year, or as requested by parent/teacher.
EMAIL COMMUNICATIONS	Parents have increased turning to our website for information (www.lovencherish.org) 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. info@lovencherish.org
PARENT HANDBOOK	The Parent Handbook attempts to be comprehensive and communicate everything about LNCA to everyone who reads it.
ANNUAL OPEN HOUSE	We always need parent volunteers to prepare for this event.
STAFF POSITIONS	<p>Director reports to the President and Chief Executive Officer of Love N Cherish Family Center, Inc. and is responsible for the curriculum, staff, and program at LNCA. The 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 afterschool and summer programming for the school-age children who are enrolled.</p> <p>Love N Cherish Academy utilizes a differentiated staffing design with a “team approach.” Teachers are the instructional leaders of the classroom. They are to assume a leadership role in curriculum development and implementation and to guide and mentor their teaching team as well as classroom volunteers. Co-Teachers are partners in caregiving and instruction. They are to work to support and enhance the Teacher's role to ensure a smoothly run, positive environment that enhances young children's development, growth and learning.</p> <p>Chef/Floating Teachers prepare meals and support classrooms by acting as a substitute when classroom teachers are absent. They also provide support to classrooms during teacher lunch breaks and meetings, and join classrooms at the end of teachers' shifts.</p>
CHILD ASSESSMENT	Continuous assessment of each child's development is carried out at LNCA. 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 so as to provide appropriate activities that will

enhance each child's development. These assessment strategies also help guide teachers as they share information about the child's learning, growth, and development with parents.

ACCOMMODATIONS OF SPECIAL NEEDS

Love N Cherish Academy embraces diversity Of all kinds and supports the inclusion of children with special needs. However, we do not staff special needs specialist. Enrollment of children with special needs will be contingent on our ability to best care for all children in a class, or upon the presence of outside specialists that make appropriate care for the whole class possible.

We are generally able to accommodate outside specialists who provide developmental support to children if parents wish this to happen during the school day. We will work together with specialists to arrange a schedule that works well for the class. It is parents' responsibility to communicate with their specialists regarding attendance or other considerations.

FAMILY-LNCA PARTNERSHIP

A strong, trusting partnership between families and LNCA is important to best meet the needs of each child in our program. Teachers take their role in developing these relationships very seriously. Parents and teachers must communicate openly on a regular basis in order to support each child's development and needs. We expect all adults to engage in timely, ongoing, civil, respectful communication.

Teachers will hold regularly scheduled conferences with parents twice a year for the purpose of sharing and gathering information about the children in their care. We may also schedule an additional conference 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 their child's teacher or primary caregiver at any time

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.

CONFLICT RESOLUTION

When a concern arises, please discuss the concern with the teachers first to seek a resolution. If the concern is not resolved, we encourage you to discuss the concern with the director and teachers together to find a resolution. A follow up meeting will be scheduled to make sure the concern is resolved. Every effort is made to provide a respectful and professional environment. Aggressive, intimidating, or abusive interactions toward staff will not be tolerated. The expectation is to respect everyone and support each other in maintaining the NAEYC Code of Ethical Conduct.

TOILET TRAINING

Children must be physically, cognitively, and emotionally ready if they are to be successful with learning to toilet independently. The child's primary caregiver will follow the family's lead and will partner with the family to make toilet learning a relaxed and successful process that build's the children's self-confidence and self-esteem. The process usually begins when children are about 24 months old. Whether a child is potty trained is not a determining factor in moving a child through LNCA.

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 LNCA 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 this 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:

1. The child who was bitten receives necessary first aid immediately. He/she is comforted and the injury is washed with soap and water.
2. 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.
3. If the skin was broken, parents of the child who was bitten are called immediately.
4. If the skin was not broken the incident is discussed with the parent(s) when the child is picked up.
5. 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 TEACHER ORGANIZATION (PTO)

All parents are encouraged to be a part of the PTO. The purpose of the PTO is to promote the welfare of the children attending Love N Cherish Academy and their families; to create closer relationships between LNCA; and to support the activities of Love N Cherish Academy and its programs. Please speak with the Director or the PTO President for more information. The PTO President can always be reached via e-mail at PTO@lovencherish.org

PTO meetings will be announced in the minutes and reminder signs will be posted the week before the meeting. PTO information and minutes are available on the bulletin board outside the Director's office. PTO Fundraising efforts will always have a specific, announced focus. If families wish to make donations to efforts, such support will be greatly appreciated. All PTO funds are kept separate from general operating funds of LNCA and are the fiscal responsibility of the organization. The non-profit status of the PTO and Love N Cherish Academy allows all donations to be tax-deductible.

Parent involvement is welcome and we recognize that PTO may not be for everyone. The PTO is organized under the leadership of four elected officers who serve for one year. These positions are President (also serves on the Advisory Committee), Vice President, Secretary, and Treasurer. Parents of any child enrolled at LNCA on a full-time basis are eligible for these positions. Other parent involvement opportunities include serving as a Classroom Coordinator and volunteering for special events or projects.

Classroom Coordinator Position Description

The purpose of the Classroom Coordinator is to assist the classroom teachers and parents and enhance communication among all parties while keeping in mind the best interest of all children in the classroom. Responsibilities include but are not limited to:

- ✓ Along with classroom teachers, assist with welcoming new parents and their child(ren) to the classroom
- ✓ Assist teachers with special events in the classroom
- ✓ Share information about a vacancy in this position and help recruit a new coordinator when your child transitions to another class.
- ✓ Attend PTO meetings as schedule permits

Please let your child's teacher know if you would like to serve in this capacity for your child's class.

TUITION and FEE POLICIES

LNCA uses the Tuition Express Tuition Payment System. After initial registration and first week tuition, no cash, checks, money orders, or any method of payment outside of the required Tuition Express Payment method will be accepted for payment. All tuition/fees are billed in advance and must be paid prior to service. Tuition is billed on Friday for the next week and debited/drafted on Monday or the first business day of each week. Enrollment forms for Tuition Express are provided with the tuition agreement and must be completed prior to attendance. Tuition must be paid in full, regardless of attendance. No refunds are given due to days missed for illness or other missed days. Tuition payments more than one week in arrears may result in a request that your child be suspended or withdrawn. End of the year tax statements will be emailed by January 31. LNCA's federal tax identification number is available upon request. The Director is not involved in the tuition collection process. All billing/tuition questions should be directed to the business office anytime via email at academy@lovencherish.org.

Declined Payments: There will be a \$40.00 fee added to accounts for payments that are declined.

Waiting Application Fee: There is a \$25.00 per child non-refundable Waiting Application Fee for families with one child. This fee is non-refundable.

Registration Fee: A \$100.00 Annual Registration Fee is due the first Monday in August of each year for families with one child. For families with multiple enrolled children registration is \$100 for the first child and \$80 for each additional child. Registration fees are non-refundable. If a child was enrolled June 1 or after, annual registration fee will not become due until August of the next year.

Vacation Credits: LNCA's vacation policy offers parents one five-day vacation week per year during which childcare tuition is waived. Only one vacation week is permitted during a twelve month period which begins January 1 and ends December 31. To qualify, vacation requests must meet the following two requirements:

1. Parents must complete the Vacation Request Form at least two weeks prior to the scheduled vacation.
2. The vacation week must consist of five consecutive days not including weekends. Partial weeks or intermittent days do not qualify under the vacation policy.
3. Tuition must be current.
4. Child must not be in attendance during the vacation week.
5. Vacation week cannot be substituted for lack of payment of tuition.

Late Arrival Pick /Up: LNCA opens at 6:00am Monday-Friday. All fulltime children must be checked in no later than 9:30am. A \$5.00 late arrival fee will be applied for every minute your child arrives after 9:30 am (unless a doctor's note is provided). ***The current Fee Schedule may be found on our website at www.lovencherish.org***

Late Arrival Pick /Up: LNCA closes at 5:30 pm earlier as scheduled and/or as announced in advance. A \$2.00 per minute per child late fee will be applied for every minute your child remains at LNCA after closing.

APPENDIX I

Love N Cherish Academy Priority of Admissions and Waiting List Policy

The demand for quality childcare is very high. An insufficient number of quality programs create tremendous anxiety and hardship on families seeking childcare services. Balancing this demand with our finite capacity, admissions must be made in an impartial and fair manner to all those seeking entrance. Because of support received from Love N Cherish Family Center, Inc. staff the Priority Admissions schedule has been established as follows.

Qualified students will be admitted with priority from the following priority categories:

Priority 1. Siblings of current, full-time LNCA students

Priority 2. Children of full-time Love N Cherish Family Center, Inc. employees

Priority 3. All others

Because of factors not controllable by LNCA, a family on the Priority 1 list may be accepted before a Priority 2 family as siblings are born regardless of length of time on the list. Three waiting lists are kept, one for each Priority category. The date of acceptance onto each waiting list matters only within each priority category, not overall. Dates are transferrable when a family becomes eligible for Priority 1 or 2 list as, for example, when one becomes employed by Love N Cherish Family Center, Inc., but was entered originally as a Priority 3.

Applying parents must keep their contact information current with LNCA. We will attempt to contact an applying family about an open slot with the contact information in our file. We will make two attempts to contact the family with a minimum of twenty-four hours between attempts. The date and time of the attempted contact will be documented in the applicant's file. If we are unsuccessful in our two attempts to contact a family, we will remove that applicant from the priority list and move to the next family on the list. If an applicant is successfully contacted, the applicant may defer admission only once to the next available slot, without losing priority. **If a family defers twice, they must re-apply to the waiting list.**

"Qualified students" are those children that meet all other admissions criteria such as age. LNCA, at its discretion, may refuse acceptance to any family. Availability of a slot is not guaranteed in any circumstance.

The Governing Board of Love N Cherish Academy has approved this Priority in Admissions Policy and may change this policy as needed and without notice Love N Cherish Academy (LNCA) is a subsidiary of Love N Cherish Family Center, Inc. which is a not for profit organization. Our mission is to provide quality childcare benefiting the child, the parent, the staff, and the community and to provide nutritious meals to families participating in the childcare program as well as those in the community, which are in need of nutritious meals. These services shall include providing food and other necessities to the underprivileged. For more information on Love N Cherish Family Center, Inc., please visit our website at www.lovencherish.org.