“It is necessary that we believe that the child is very intelligent, that the child is strong and beautiful and has very ambitious desires and requests. This is the image of the child that we need to hold.”

Malaguzzi, 1993
Address: 106 Chanticleer Drive East
Conway, SC 29526

Telephone: 843-349-2046

Director Cell Phone: 843-742-9685

Office Hours: 7:30am-5:30pm Monday through Friday

Web Site: https://www.coastal.edu/childdevelopmentcenter/

Facebook Page: https://www.facebook.com/The-Early-Childhood-Development-and-Literacy-Center-at-CCU-598148190564099/

Instagram Site: ccu_ecdc

DSS LICENSE # CC042296
Dear Families,

Welcome to The Coastal Carolina University Early Childhood Development and Literacy Center. We work with young scientists, engineers, writers, artists, and mathematicians to build on their natural curiosity. Central to our approach to learning is an idea borrowed from the Reggio Emilia philosophy – all children are competent, capable, and ready to learn, having rich and powerful ideas. “It is necessary that we believe that the child is very intelligent, that the child is strong and beautiful and has very ambitious desires and requests. This is the image of the child that we need to hold” (Malaguzzi, 1993).

Our preschool center is a special place on campus where children come to learn and explore. An inquiry-based curriculum, family and child focus, natural outdoor play area, and teacher education are traits that set us apart from other schools. An emergent, project-based curriculum allows us the freedom to explore the interests of our children as they learn academic and social emotional skills within the context of their topics of interest. Observation of children, their skills and interests, is the foundation from which our curriculum emerges. Access to resources on campus and natural areas for discovery encourage questions and opportunities for learning through play; and play is the work of the child.

Thank you for sharing your child with us as we learn and grow together.

Best,

Angela Huggins, Ph.D.
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The Early Childhood Development Center Staff

**Director:** Dr. Angela Huggins  
ahuggin1@coastal.edu 843-349-2046  

**Teacher:** Mrs. Jessie Hendrick  
jhendri3@coastal.edu  

**Accountant:** Maria Costa  
mlcosta@coastal.edu 908-574-8697  

Angela Huggins earned her Ph.D. in educational leadership from Capella University. She earned a bachelor’s degree and master’s degree in early childhood education from Coastal Carolina University, and a master’s degree in educational leadership from the University of South Carolina. She began her career as a kindergarten teacher before becoming a curriculum specialist. She was a public-school principal for 13 years before making the transition to Coastal Carolina University. She and her husband Jay live in the Green Sea community and have two sons, Tanner and Hampton.

Jessica Hendrick earned her bachelor’s degree in early childhood education from Coastal Carolina University. She has taught a variety of early childhood grades including kindergarten, first, and second. She and her husband Blake live in Aynor with their son, Hampton.

Maria Costa is our graduate assistant who completes the on-boarding process for all registrants and maintains billing for the Center. She graduated in December 2018 with a bachelor’s degree in accounting and is currently pursuing her master’s of accountancy. She is from Hillsborough, New Jersey and will be graduating in December of 2019.

Other graduate assistants provide support to our front office and teaching staff. In addition to the teaching staff, undergraduate students from the Spadoni College of Education are employed to reduce the pupil/teacher ratio and to provide opportunities for our children to interact with a variety of caring adults. Throughout the school year, students and faculty from various academic departments will spend time with us observing and interacting with our children. All visits will be scheduled in a way that is mindful of the children and their needs.

**Please see the director if any program information is needed in a language other than English.**
Calendar Dates

The Early Childhood Development Center closely follows the Coastal Carolina University academic calendar. School closings and delays due to inclement weather will follow the schedule of the University.

- **First Day of School, August 1**
- Labor Day, September 2nd, **NO SCHOOL**
- Fall Break, October 9th, **NO SCHOOL**
- Thanksgiving Holidays, November 28th-29th, **NO SCHOOL**
- Last Day of 1st Semester, December 20th
- Winter Break, December 21st- January 3rd, **NO SCHOOL**
- First Day of School 2nd Semester, January 6th
- Martin Luther King, Jr. Holiday, January 20th, **NO SCHOOL**
- Spring Holiday, April 10th, **NO SCHOOL**
- **Last Day of School May 8th**
- Summer Program Begins May 11th
- Memorial Day, May 25th
FOUNDATIONS OF THE SCHOOL

Philosophy

The philosophy of The Early Childhood Development and Literacy Center is based on the work of early childhood theorists Lev Vygotsky, Jean Piaget, Maria Montessori, Lillian Katz, Sylvia Chard, and Loris Malaguzzi. Following the lead of the schools in Reggio Emelia, Italy, our classrooms are spaces where children are encouraged to wonder about their world, show their learning in a variety of ways using hands on materials, and where their ideas and questions are valued. Classrooms are rich in literacy activities as children learn to read and write as a means to learn more about their world.

Purpose

The Early Childhood Development and Literacy Center has two primary purposes. They are to provide a holistic learning environment for preschool children, and to provide a training and research center for pre-service teachers, university staff, and members of the community. We see these purposes as being complimentary of each other and work to create opportunities for children and adults to work together in ways that are mutually beneficial.
THE EARLY CHILDHOOD DEVELOPMENT AND LITERACY CENTER PROGRAM

Program Goals

The Early Childhood Development and Literacy Center has identified a series of goals that guide our work.

Children at The Early Childhood Development and Literacy Center will develop physically, intellectually, socially, and emotionally in a holistic learning environment designed to promote literacy, cooperation, and critical thinking.

Families will find support in ways to best meet the developmental and educational needs of their children.

Coastal Carolina University students and members of the community will observe best teaching practices that will prepare and grow them as educators of young children.

Coastal Carolina University faculty will be provided a research center to assist them in professional development.

Program

The Early Childhood Development and Literacy Center is supported by the Spadoni College of Education and licensed by the Child Care Licensing Division of the South Carolina Department of Social Services (DSS). Their website is http://www.scchildcare.org Staffed by certified teachers, graduate assistants, and student workers, The Early Childhood Development and Literacy Center serves to support development of the whole child. Each child is provided the opportunity to inquire, explore, create, and interact with others in ways that support physical, intellectual, social, and emotional growth.

Our program serves three, four, and five year old pre-school children. Special efforts are made to include children of faculty, staff, students, and the community from a variety of ethnic backgrounds. We adhere to the September 1 birth date cut off for 4 and 5 year old children, in accordance with state law.
The Early Childhood Development and Literacy Center follows the Coastal Carolina University academic calendar. Therefore, if classes are scheduled, we are open. In order to ease the transition to school each semester, The Early Childhood Development and Literacy Center will begin one week before CCU students begin classes. The second semester is also extended through the last Friday in May.

**Curriculum**


The work of prominent theorists in the early childhood field including Vygotsky, Piaget, Montessori, Katz, Chard, and Malaguzzi contribute to the foundation of our program. A constructivist approach to learning is encouraged and students participate in creating their own understanding. Classrooms are filled with hands on materials and provocations providing opportunities for children to actively participate in their learning. Walking field trips supplement the learning and extend the classroom across the university campus.

Teachers and assistants serve as guides to children through the learning process. It is the responsibility of the teacher to organize the classroom in such a way to maximize safety while encouraging exploration. The classroom environment is often referred to as the “third teacher” and much thought and care is used to choose materials that will support inquiry, lead to problem solving, support language and literacy development, and encourage collaboration. Children’s ideas are respected as critical to the learning process. Carefully crafted questions from the teacher support the children as they analyze and reflect on their work.

Skill development is also an important part of the curriculum. Language, literacy, mathematical thinking, fine and gross motor skills, and social skills are developed through whole group and small group interactions.
Assessment Plan

Assessments of children at The Early Childhood Development and Literacy Center are important and ongoing throughout the year. The Ages and Stages Questionnaire (ASQ) is completed by parents and relies on them as experts to share developmental information. The ASQ is a developmental screening tool that allows parents and teachers to celebrate milestones and catch possible delays. Other assessments are developmental profiles created by teachers and based on developmental norms of young children. Assessments of NAEYC standards and the SC Early Learning Standards are used to show growth towards certain skills and habits of learning. Information gathered for assessment purposes is collected by the lead teacher in each classroom. Assessments are compiled individually in a familiar setting and comparisons among students are NOT made during the assessment process. Additional information will be gathered from classroom observations, checklists, work samples, and anecdotal records. Teachers regularly assess children in the following areas: language, literacy, math, cognitive, social-emotional, physical, science, technology, social studies, creative expression, and health and safety. This information is used by teachers to adapt the curriculum, learning environment and teaching strategies to best support students' academic, physical, and social-emotional growth. Information collected throughout the year is maintained in a student portfolio and locked in the lead teacher’s office. Information is shared with other teachers and staff members on a need to know basis in order to assist with classroom instruction. Parents’ consent is required before information can be shared with other individuals. Assessments are shared with parents upon request, at conferences, and are given to families to share with new teachers and to aid in the transition to other schools and programs.

FAMILIES AS PARTNERS

Communication Between School and Families

The Early Childhood Development and Literacy Center recognizes parents/guardians as a child’s first teachers. Teachers and staff strive to work closely with parents/guardians throughout the year. A variety of communication tools are used to share information and maintain contact. Families are encouraged to share additional means of communication as well as ideas for overall program improvement. A directory containing parents and students names, addresses, email addresses, and phone numbers will be shared in September. Parents who do not wish to participate may indicate this on the form provided to capture this information. If at any time assistance is needed locating local programs and family support services, please contact the director or your child’s teacher.
Daily Conversations and Notes

Teachers will speak informally each day with parents as they drop off and pick up their children. Please notify your child’s teacher immediately if there is a change in contact information such as address, phone number or changes in family circumstances that may impact learning at school.

Family Bulletin Boards

Each classroom has a family bulletin board where information about the week’s lessons, upcoming events, and news is posted. Families may also share information on the board that is of benefit to parents in the class. Parents/guardians are encouraged to read the board daily and to check with the teacher if you wish to post something.

Newsletter

A monthly newsletter is distributed electronically from the director. Teachers may also send home their own newsletters highlighting classroom news, celebrations, and upcoming events.
Social Media

Please like our Facebook page at https://www.facebook.com/The-Early-Childhood-Development-and-Literacy-Center-at-CCU-598148190564099/ and follow us on Instagram at ccu_ecdc. Private Facebook pages for parents will be created for each class. Information about how to join will be sent home by each teacher.

Electronic Email

Newsletters, notices, messages, and other information distributions are done by electronic email. If you do not have access to email or require paper copies, please inform your child’s teacher and the director. Teachers do not have access to their email during the day while they are teaching. If information that is time sensitive needs to be shared with the teacher, please call the school to leave a message with the receptionist.

Conferences

Conferences are opportunities to celebrate a child’s growth though the year. Conferences are held twice each year, near the end of the semester, and by appointment. During conferences, parents and teachers will review and discuss portfolio artifacts, developmental screening results, and informal assessments and observations. Parents are encouraged to share their observations regarding their child’s growth and development. Teachers use this information to adapt curriculum and provide additional support to students as they progress along the developmental continuum.

FAMILY PARTICIPATION AND INPUT

The Early Childhood Development and Literacy Center Advisory Board

This board includes parent representatives from each classroom, members of the Spadoni College of Education, and the educational community at large. This group meets quarterly with the director to discuss programs, policies, and procedures. This group provides a forum for input and suggestions for program improvement and direction. The dean of the Spadoni College of Education serves as the advisor.
**Group Meetings**

Two to four group meetings for parents will be held each year. These meetings cover a variety of topics such as orientation, discussion of policies and procedures, presentations by persons with information related to early childhood education, effective parenting, topics suggested by parents, or may be social in nature. Information will be shared electronically by email and on family bulletin boards. Surveys will be administered at the conclusion of each session to collect information on meeting effectiveness.

**Observations and Participation**

Parents are encouraged to observe through our observation windows. Visits to the classroom during the day are supported as well. Please let your child’s teacher know if you plan to visit so we can make you aware of any schedule changes. Parents will also be invited to participate in any field trips and urged to share any hobbies, talents, or interests with the class. The more you visit and observe, the better you will understand the program and your child’s behavior and interactions in a group setting!

**Program Evaluation**

Input on ways to improve our program are encouraged. A parent survey will be conducted each spring. Information gleaned from the survey will be helpful for program improvement and goal setting. A report of the annual evaluation findings will be made available to all families of The Early Childhood Development and Literacy Center.
Our classrooms are child-centered and arranged in learning centers. These separate areas of the room are carefully thought out with regards to their placement within the room, the materials that are available, and the provocations that are presented to children. Using the idea that the environment is the “third teacher”, much planning takes place before the children ever enter the space. Once the children arrive, they are encouraged to use creativity, collaboration, independence, and discovery as they choose areas and materials with which to work. The spaces and materials may change often based on the interests of the children, the skills and concepts being taught, and the resources available naturally in our environment. Although the number and arrangement of centers may vary in each classroom, the following center areas are incorporated throughout each inquiry unit:

**Reading and Language** – Activities in this center support reading, writing, listening, and speaking. Paper, writing utensils, books, audio tapes, and small world play may be found in this area.

**Math and Manipulatives**- Activities in this center develop concepts such as number, counting, shape, size, order, classification, color, and one to one correspondence. Materials such as puzzles, beads, construction toys, and sorting objects also encourage fine motor work and coordination.
**Blocks**- Activities in this center support large and small motor coordination and encourage problem solving, balance, engineering processes, and cooperative work. A variety of building materials will be available throughout the year.

**Housekeeping and Dramatic Play**- Activities in this center provide children an opportunity to work and play cooperatively and to try out real-life roles they may see as part of their world. A variety of materials and transformations throughout the year encourage children’s creativity and imaginative play.

**Fine Motor**- Activities in this area encourage the use of small muscles in the hands and fingers to manipulate a variety of materials. Children may use materials to transfer, sequence, manipulate, squish, cut, and pinch objects. This fine motor work builds strength in the hands that will better enable children to write and draw.

**Art**- Activities in this area encourage creativity and sensorial learning. A variety of mediums such as paint, wire, beads, yarn, glue, natural materials, and found objects will be used as part of process art. Children will explore color, size, shape, texture, and cause and effect relationships as they interact with materials.

**Science and Discovery**- Activities in this area support children’s inquiry, questioning, and problem-solving. Children learn to explore materials by using their senses and to collect and analyze data to support their thinking. Natural materials and found objects often make their way to this area. Children are encouraged to bring in interesting objects found at home to share in the science and discovery area.

**Quiet**- Each classroom has a quiet area that children may use as needed to be by themselves and away from others. Children may choose to visit the quiet area when they want to get away by him/herself. Other children begin to respect others feelings and their need for quiet time.

**Practical Life and Snack**- Snack time is provided each day during morning and afternoon centers. Students share snacks family style and learn to serve themselves and clean up their area. Activities in the practical life area support children’s independence and responsibility as they pour, serve, spread, cut, and tidy up their area. Conversation is encouraged while students make appropriate snack choices and talk with their friends as they eat. Water is always available to children throughout the day.
Technology- All classrooms are equipped with wifi. Teachers have access to computers that can be used as instructional tools. Children have access to iPads for research and for access to appropriate educational apps. Screen time is limited and is used as a tool to support learning.

Active Physical Play- Active physical play is a required part of the daily schedule. There is a morning outside time and an afternoon outside time. Children will go outside to play each day except under extreme weather conditions. Please dress your child appropriately for the weather. Outdoor play is a time for children to run, jump, and move about. Carefully curated playground equipment has been chosen to support gross motor movement as well as imaginative play. There is careful planning and supervision of outdoor play. At NO time will restriction from outdoor play be used as a punishment. However, if children are using equipment inappropriately, they may be directed to another area until they can be taught to use the equipment correctly. When weather restricts outdoor play, active physical play inside the classroom will be provided. This may include, dancing, yoga, and other activities that support large muscle movement.

Field Trips- The Early Childhood Development and Literacy Center is pleased to be part of the Coastal Carolina University community. There are many rich opportunities available for children on campus. We will take many walking trips throughout the year to take advantage of the university's many resources such as natural outdoor spaces, science buildings, athletic fields, art galleries, exhibits, and the auditorium for performances. We also strive to take advantage of the many areas of expertise of the Coastal Carolina University faculty and staff. Teachers will have cell phones, emergency contact information, and a first aid kit with them while on walking trips. Off campus trips require additional parent permission forms.
POLICIES AND PROCEDURES

The Early Childhood Development and Literacy Center will regularly review its policies and procedures. We reserve the right to modify or change any policy or procedure as needed to support the mission and vision of the school.

Arrival and Departure

Full Day Sessions 7:30 am - 5:30 pm

The academic day is from 8:00 am - 2:30 pm. Extended learning time is before 8:00 and after 2:30. Extended learning time is included in tuition. Prompt pick up is important as teachers and staff have classes and family obligations. A fine for tardiness for picking up your child may be $10 for the first 5 minutes and $1 for each minute after. This fee can be waived by the director if there is an emergency. Please contact the school to let us know if you will be late. If your child requires accommodations for special needs, please let the director know.

The doors are unlocked at 7:30 each morning. Please park in the center parking lot and enter the door closest to the H lot to walk your child into the building. You will be asked to show an ID for entry. Once inside the building, please stop at the reception desk to sign your child in for the day. Once your child is signed in, walk them to their classroom and check the board for any announcements. Your child will then wash their hands to begin their day. You will also need to come into the building to sign your child out each afternoon. The morning procedures will be repeated for afternoon pickup. This is for your child’s safety and also provides an informal time for parent and teacher to communicate each day.

Teachers must be informed and log when a child leaves his or her care. Only those individuals on the emergency contact/permission form will be allowed to pick up your child. They will be asked to provide a picture ID and sign your child out. Any changes, additions, or deletions to the pick up list must be made by the legal parent/guardian in writing. Identified biological parents will not be removed from forms or denied picking up their child unless a copy of a court order prohibiting such pick up is provided. A parent has free and full access to a child while they are under our care without prior notice, unless there is a court order limiting parental access. The free access must not interrupt the normal flow of the school day. In the event of an emergency where someone not on the pick up list needs to pick up the child, the parent will need to speak with the director. The person picking up the child will be asked to show ID and sign
the child out. In the event someone who comes to pick up a child appears to be under the influence of drugs or alcohol, law enforcement will be called.

**Absences**

We understand that young children often get sick. However, it is important that children maintain their school schedule as much as possible, unless they are sick. Any kindergarten student who misses school will be asked to provide a written excuse from the parent or a medical excuse. Per South Carolina state law, kindergarten children may have no more than 10 unexcused absences each year.

Please notify the school if your child will be absent. The front desk staff will relay a message to your child’s teacher.

**Clothing and Toys**

Learning through play can be messy! Please dress your child in **comfortable play clothes and tennis shoes that can get dirty!** We provide smocks and aprons for messy activities, but accidents often happen. Children may get paint, glue, or dirt on their clothes.

Each day there is play time outside, weather permitting. Our play area provides opportunities for children to use their large muscles to run, climb, and jump. Long, frilly dresses, jewelry, flip flops, shoes with slick bottoms, and cowboy boots can make it difficult to play safely.

Children should expect to be outside each day unless the weather is extreme. Dressing in layers is best. During warmer months (August through October and March through May), please apply sunscreen or sunblock with UVA and UVB protection and an SPF of 15 or higher to exposed skin. During colder months (November through March) in addition to layers, please send a warm coat, hat, and mittens.

There are times that accidents happen. We ask that you provide a complete set of seasonal replacement clothes in the event of a water spill, paint, or toileting accident. Please replace these items as necessary so there is always a spare set of clothes at school. These items will be kept in a large Ziploc bag in your child’s cubby. Clearly label all jackets, hats, mittens, and other items your child may wear to school.

With the exception of books, materials for the science area, and a rest time toy, **children should not bring toys to school.** Weapon play is **NEVER** allowed.
Toilet Training

The Early Childhood Development and Literacy Center classrooms are not equipped with changing facilities. Therefore, children must be toilet trained in order to attend.

SAFETY AND HEALTH GUIDELINES

Safety is our number one priority. There are many policies and procedures in place to help us maintain a safe environment for your child. However, in the event that there is an accident or illness involving your child, you will be notified immediately. If we can not reach you, we will contact the other individuals listed on the emergency contact form.

Building Security

The Early Childhood Development and Literacy Center uses video technology to monitor individuals requesting access to the building. Front desk staff are trained to check identification of individuals seeking entry against a list of approved individuals. All visitors are expected to sign in and out at the front desk. Parents/guardians will log in with their unique PIN. Security cameras monitor and record areas used by our children throughout the day.

Emergency Plan

A critical part of safety for our children is planning and practice for emergencies that may occur on campus or in our nearby community. The Early Childhood Development and Literacy Center has an emergency plan that documents the roles and responsibilities of all staff should an emergency arise. The plan is clearly posted in each classroom. Practice drills for a variety of emergencies will be practiced throughout the year so all staff and students know what to do in an emergency situation. On campus Health Services may be available in some situations. For situations requiring emergency medical treatment, Conway Medical Center will be used. In other cases, parents will be called.

Emergency Notification System

Coastal Carolina University has an emergency notification system that sends messages by text or email. Parents are encouraged to sign up for this service.
Smoking and Firearms

Smoking, alcoholic beverages, illegal substances, firearms, and concealed weapons are not permitted on The Early Childhood Development and Literacy Center grounds at any time. The only exception is Law Enforcement personnel with regards to firearms and concealed weapons.

Supervision

Teachers provide direct supervision of children at all times while maintaining appropriate teacher to student ratios. Teaching staff including graduate assistants and student workers are nearby, readily accessible, and aware of ongoing activities. Teaching staff are able to intervene when needed to provide safety and support to children. Teachers track children as they arrive and depart the center, move from one location to another such as to the playground, and attend walking field trips. Tracking checks include head counts as well as clip board/name attendance checks.
Health Forms

It is a parent/guardians responsibility to maintain up to date immunization records. All health forms must be returned by the first day of school. These include Immunization Records and DSS form 2900. Families are responsible for providing current and accurate emergency contact information. This form will be sent home quarterly for any updates.

When a child is overdue for routine health services, a parent/guardian must provide proof of an appointment for those services. If a child is under or unimmunized due to illness or medical condition, documentation is required from a licensed medical professional. If a child is under or unimmunized due to religious beliefs, documentation is also required.

South Carolina law has identified all childcare employees as mandated reporters of suspected abuse or neglect. Any suspected abuse or neglect will be reported to Law Enforcement and the South Carolina Department of Social Services.

Infectious Diseases

If your child contracts an infectious disease such as measles or chicken pox, notify your child’s teacher immediately. The child should not return to school until a medical professional has determined that the child may return. A medical excuse from the physician will be required. Please refer to the Childcare Exclusion List provided to you or visit the South Carolina DHEC website (http://www.scdhec.gov/Library/CR-011634.pdf) for a complete list of infectious and communicable diseases and the requirements to return to school. You must inform The Early Childhood Development and Literacy Center within 24 hours after your child has developed a known or suspected communicable disease.

If your child is at school and is suspected of having a contagious condition, they will be made comfortable in the quiet area until you or an authorized adult can come to get them. If a child who is under or unimmunized due to medical condition or religious belief is exposed, the under immunized child will be removed promptly from the area and the ill child will be made comfortable in the quiet area. Both sets of parents will be called to pick up their children and the families should refer to the Childcare Exclusion List for requirements to return to school.

Please keep your child at home if he or she presents any of the conditions on the Childcare Exclusion List we have provided. The list also explains the requirements for a child to return to school based on the illness.
Mildly Ill Children

If your child has an illness that prevents them from participating comfortably in typical school activities, a parent or authorized emergency contact will be called to pick the child up from school. Please refer to the Childcare Exclusion List to determine when your child may return to school.

Medications

The following guidelines are in place to safely administer medication at school. Signed medication forms are required before any medication will be administered.

Over the Counter (OTC)
1. Medication must be brought to school by a responsible adult.
2. Medication should be given to students before or after school by the legal guardian, when possible.
3. Non-Prescription also known as Over the Counter (OTC) medications may only be given within the limits and according to the instructions printed on the container or the package insert.
4. Medication must be in the unopened, original container with manufacturers label.
5. Starting doses of a medication that a child has never taken before should not be given first at school.
6. Director may reject requests for certain medications to be given at school.

Prescription
1. Medication must be brought to school by a responsible adult.
2. Medication should be given to students before or after school by the legal guardian, when possible.
3. All prescribed medications must be provided to the school in the original labeled container issued by the pharmacist who filled the prescription and accompanied by this form.
4. “Sample” medication must be provided in a container that appropriately identifies the medication and must be accompanied by a note signed and dated by the prescribing provider that includes the student’s name and directions for proper administration, along with the permission form.
5. Starting doses of a medication that a child has never taken before should not be given first at school.
6. Director may reject requests for certain medications to be given at school.

A lead teacher or the director, will administer medications. A record of medication administered will be kept in the child’s folder. Parents will be notified immediately of any adverse reactions or medication errors.
Confidentiality

Your child’s confidentiality is very important to us. All staff members abide by the NAEYC Code of Ethical Conduct. All student records are kept in locked cabinets in the teacher’s office or on a computer in the office. Only a child’s parents/guardians and those with a legitimate need to know may access student information without additional parent permission.

Discipline

There is a distinct difference between discipline and punishment. The ultimate goal of discipline in our classrooms is for students to learn appropriate ways to control their behavior and eventually take responsibility for their actions. There are logical consequences that occur as a result of our actions. We strive to teach children what to do and how to interact with others; however, there are consequences for inappropriate behavior.

Our strategy to teach discipline is to incorporate books, discussions, and grace and courtesy lessons about cooperation, kindness, problem-solving, and manners into our daily routine. When situations arise, teachers encourage children to use their words to explain the situation and their feelings related to the incident. Time away from the group’s activities may be used for recurring misbehavior or acts of physical aggression. This allows the child a time to reflect on their actions. This time away from the group may be 3-5 minutes depending on the age of the child. There is no time out chair or spot in the room. The child is simply asked to sit away from the group. Before the child reenters the group, the teacher and child discuss the behavior that led to the reflection as well as more appropriate actions. We believe in three simple rules: take care of yourself, take care of others, take care of our things. Most importantly, we isolate the behavior from the child so they see the behavior is unacceptable, not the child. We discipline with love.

There is a NO corporal punishment policy at The Early Childhood Development and Literacy Center. Staff and parents are asked to sign a copy of the policy yearly which is maintained in our files. At no time will food be withheld or threatened to be withheld as a form of punishment. Staff will not engage in hitting, popping, jerking, spanking, pinching, biting, psychological abuse, coercion, threats, or derogatory remarks as punishment.

Unexpected Closings

The Early Childhood Development and Literacy Center follows the Coastal Carolina University decision on school delays and closings due to inclement weather. Notifications will be made on the university website, social media, local television and radio stations, and through the campus notification system.
Lunch and Snacks

Morning and afternoon snacks will be provided daily by The Early Childhood Development and Literacy Center. A menu will be shared each week. These snacks will be served family style and encourage independence, care for self, and good manners. Children will bring a lunch from home each day. Lunch will be eaten family style at tables in the classroom. Teachers will eat with children and support conversation, table manners, and independence. Water is available throughout the day in the classroom. At times, cooking activities may take place as part of the curriculum. Children will participate in washing, preparing, and assembling dishes that support curriculum standards.

Rest Time

Rest time is provided following lunch time. Each child should bring a crib sheet, light blanket, and special soft comfort toy. Children who do not nap will be allowed to quietly look at books. Sheets and blankets will be sent home weekly to be washed. Nap mats will be disinfected at least weekly. Comfort toys will be kept in cubbies until rest time.

Birthdays/Special Days

It is important that all students have a special day at school. Parents may bring a special treat on the celebration day. These treats must be whole fruits or items that are commercially packaged and sealed. Please only bring one treat per child and do not bring favors. The focus should be on the child’s special day and not competition to plan an elaborate party. Please make arrangements with the teacher in advance. Family members are encouraged to attend! Summer or holiday birthday or special days may be celebrated on a day of the families choosing.

Invitations and Gifts

Please do not send invitations or gifts to school to be dispersed. Doing so may cause hurt feelings if everyone is not included.

Holidays

We minimize holiday celebrations since our families do not all celebrate the same holidays. However, we encourage parents and family members to share their culture and the meaning and ways of celebrating their special holidays as a learning experience.
DISMISSAL AND GRIEVANCE PROCEDURES

Staff of The Early Childhood Development and Literacy Center strive to work with families to ensure children and families enjoy their time with us. If you have any concerns about incidents that occur at the center, please let the director know immediately so a successful resolution can be achieved.

Administrative Dismissal

The following situations may result in administrative dismissal from the program:

Nonpayment of fees- Tuition is due each Monday morning of the current week. Payments must be made with a credit debit card on n a a n t o t a If payments are chronically late or more than 30 days behind, The Early Childhood Development and Literacy Center reserves the right to discontinue a child's enrollment.

Severe Disruptive/Destructive Behavior- The ultimate goal of discipline is for children to control and accept responsibility for their actions. Severe behavior that disrupts the classroom will result in the child being removed from the classroom. Parents will be notified of the behavior. If the behavior is extreme and causes injury to another child, parents may be asked to pick the child up early from school that day. In the event that disruptive behavior is repeated, a conference will be required and a plan will be developed to improve the behavior. If the behavior does not improve significantly or the family does not uphold the agreed upon behavior plan, the child may be dismissed from the program.

Health and Safety

Safety is our number one priority. Failure by families to follow health and safety policies and to provide up to date emergency information may jeopardize the center's licensing. Such failure to comply with health and safety polices may result in dismissal from the program.

Grievance Procedures

Hopefully, all grievances can be resolved by a conference with the child's teacher. In the event that a successful outcome can not be reached, the grievance may be referred first to the Director of The Early Childhood Development and Literacy Center and second to the Dean of the Spadoni College of Education. Grievances referred to the dean must be in writing with the nature of the grievance, the resolution sought, and previous efforts with dates to resolve the issue. The dean's decision will be final.
TUITION

Tuition payments are due Monday morning of each week. Payments must be made with a credit/debit card on OnCare Parent Portal. There is no deduction for days absent, school closings, or days a child may be picked up early. Scholarships are available for children of parents who graduated from an Horry County High School based on need.

Weekly Rates: Full Day 7:30 am - 5:30 pm
WALKING FIELD TRIP PERMISSION FORM

I give permission for my child, ___________________________ , to go for walks on the Coastal Carolina University campus. I understand that the walks will be under the supervision of adult members of The Early Childhood Development and Literacy Center staff. Walks will occur year-round, weather permitting.

Parent/ Guardian’s Signature:
_________________________________ (must be original)

Date: _______________________
CORPORAL PUNISHMENT STATEMENT

I understand that there will be NO corporal punishment of any kind administered to students of The Early Childhood Development and Literacy Center.

Student’s Name:__________________________________

Parent/ Guardian’s Signature:

________________________________ (must be original)

Date: ___________________________
MEDICATION FOR STUDENTS

The Early Childhood Development and Literacy Center will administer medication to students in a controlled care situation and only if the appropriate health care documents are on file. If a child has a diagnosed health risk requiring medication, parents must meet the following conditions prior to that child’s first attendance day:

- Prescription medication must be provided in a properly identified original container with a prescription label which states the child’s name, the dosage and expiration date of the medication.

- Over-the-counter medication must be provided in an original, unopened container with expiration date.

- The signed Medication Permission for School Administration Plan, which includes written instructions detailing the symptoms or circumstances for which the medication is to be given, the dosage and the procedure for administration and steps to be taken afterward, must be on file.

- If necessary, parents must provide for the professional training and/or certification of Preschool personnel in the administration of the medication.

Preschool personnel will maintain documentation of all medication administered on site.

All medicine will be disposed of at the end of the school year unless picked up by the parent on the last day of school.

I understand that there will be NO medicine administered to students of The Early Childhood Development and Literacy Center unless the above requirements are met. An exception to this agreement will apply in an instance where a child’s life may be in danger and medication is administered in good faith to save the child.

Student’s Name:__________________________________

Parent/ Guardian’s Signature:

________________________________ (must be original)

Date: ___________________________
Non-Prescription (OTC) Medication Permission for School Administration

Please note the following:
1. Medication must be brought to school by a responsible adult.
2. Medication should be given to students before or after school by the legal guardian, when possible.
3. Non-Prescription also known as Over the Counter (OTC) medications may only be given within the limits and according to the instructions printed on the container or the package insert.
4. Medication must be in the unopened, original container with manufacturers label.
5. Starting doses of a medication that a child has never taken before should not be given first at school.
6. Director may reject requests for certain medications to be given at school.

<table>
<thead>
<tr>
<th>Child’s Full Name:</th>
<th>Date of Birth:</th>
<th>Gender: Male or Female</th>
</tr>
</thead>
</table>

Is your child allergic to any food, medicines, or other items? □ No □ Yes (If yes, list allergies and reactions.)

<table>
<thead>
<tr>
<th>List Non-Prescription Medication:</th>
<th>Reason(s) for this Medication:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dose/Amount of Medication:</th>
<th>Frequency/Time to give Medication:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of days this medication will be given at school:</th>
<th>Note any special storage requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ until the end of the current school year □ _______ days □ _______ weeks</td>
<td>□None □Refrigerate □Other:_____________</td>
</tr>
</tbody>
</table>

Does your child take any other medications at home or at school? □ No □ Yes (If yes, list the medications?)

<table>
<thead>
<tr>
<th>Child’s Health Care Provider’s Name and Address (print):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Phone: ________________ Office Fax: _______________</td>
<td></td>
</tr>
</tbody>
</table>

I agree with all of the following:
- I give permission for my child to be given the above medication as directed during the school day.
- I further give consent for information about my child to be shared with persons who legitimately need to know for the safety and well-being of my child.
- I agree that the medication will be given per the school’s medication policy.
- I agree I am responsible for providing the school with the medication for my child and any supplies needed.
- I agree that I am responsible for notifying the school if my child’s medication(s) change in any way.

___________________________  __________________________  __________      _____________
Parent/Guardian’s Name (Print) Signature of Parent/Guardian  Date  Daytime Phone
Prescription Medication Permission for School Administration

Please note the following:
1. Medication must be brought to school by a responsible adult.
2. Medication should be given to students before or after school by the legal guardian, when possible.
3. All prescribed medications must be provided to the school in the original labeled container issued by the pharmacist who filled the prescription and accompanied by this form.
4. “Sample” medication must be provided in a container that appropriately identifies the medication and must be accompanied by a note signed and dated by the prescribing provider that includes the student’s name and directions for proper administration, along with the permission form.
5. Starting doses of a medication that a child has never taken before should not be given first at school.
6. Director may reject requests for certain medications to be given at school.

I agree with all of the following:
• I give permission for my child to be given the above medication as directed during the school day.
• I further give consent for information about my child to be shared with persons who legitimately need to know for the safety and well-being of my child.
• I agree that the medication will be given per the school’s medication policy.
• I agree I am responsible for providing the school with the medication for my child and any supplies needed.
• I agree that I am responsible for notifying the school if my child’s medication(s) change in any way.

Parent/Guardian’s Name (Print)  Signature of Parent/Guardian  Date  Daytime Phone

<table>
<thead>
<tr>
<th>Child’s Full Name:</th>
<th>Date of Birth:</th>
<th>Gender: Male OR Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section below must be completed by the Child’s Health Care Provider:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Prescribed Medication:</td>
<td>Purpose for Medication:</td>
<td></td>
</tr>
<tr>
<td>Prescribed Dose:</td>
<td>Prescribed Route:</td>
<td>Controlled Substance: No Yes</td>
</tr>
<tr>
<td>Time of day Medication is to be given at school: (Please specify preferred time. “Lunch” times vary from 10:30a-1p)</td>
<td>Number of days medication will be given at school: until the end of the current school year ______ day(s) ______ week(s)</td>
<td></td>
</tr>
<tr>
<td>List possible side effects from this medication:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this child have any known allergies? No Yes (If yes, list all known allergies and reactions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child’s Health Care Provider’s Name and Office Address (print or stamp):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Provider’s Signature __________________ Date: ______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Phone: __________________ Office Fax: __________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section below must be completed by the Parent/Legal Guardian:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child take any additional medications at home or at school? □ No □ Yes (If yes, list the medications)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I agree with all of the following:
• I give permission for my child to be given the above medication as directed during the school day.
• I further give consent for information about my child to be shared with persons who legitimately need to know for the safety and well-being of my child.
• I agree that the medication will be given per the school’s medication policy.
• I agree I am responsible for providing the school with the medication for my child and any supplies needed.
• I agree that I am responsible for notifying the school if my child’s medication(s) change in any way.

Parent/Guardian’s Name (Print)  Signature of Parent/Guardian  Date  Daytime Phone
Please read carefully. You are releasing certain rights.

I hereby authorize Coastal Carolina University (CCU) and those acting pursuant to its authority to:

a) record my participation in this CCU program, through image and/or appearance on video, audiotape, film, photograph or any other medium, including print and electronic communications;

b) use my name, likeness, image, voice and biographical material in connection with these recordings and/or images;

c) exhibit or distribute, as well as modify such recordings and/or images in whole or in part without restrictions or limitation for any educational or promotional purpose that CCU and those acting pursuant to its authority may deem appropriate.

I have read this authorization, and it is freely given by me without expectation of any compensation whatsoever. If at any time I wish to withdraw this consent, I will notify Coastal Carolina University’s Data Protection Officer at dpo@coastal.edu or +1 843-349-2084.

For more information about Coastal Carolina University’s Data Privacy policy, please review coastal.edu/policies/pdf/univ-its%20483%20data%20priv,%20class,%20and%20pro,%20jan%2017.pdf

____________________________________  _____________________________________________
Print name      Signature

Parent/guardian name (printed and signature) if person signing named above is under age 18

_____________________________________________________
Complete street address with city, state, postal code (zipcode), and country

____________________________________  _____________________________________________
CCU email address    Cell phone number

CCU program or project name    Date or term of program (e.g., Maymester 2019)

____________________________________  _____________________________________________
Program or project leader name   Date

Return this completed form to:

______________________________________  located in ____________________________________
CCU Sponsoring Department                                                 Campus Address of Department

Campus departments are responsible for archiving all releases for activities generating media in their department. All releases must be retained for a period of three years, or longer if images continue to be used.

Last Update: March 2019
I have read and understand the information outlined in this handbook. I agree to abide by the policies and procedures set forth by The Early Childhood Development Center.

Parent/Guardian’s Signature:

______________________________ (must be original)

Date: _________________________