

Love Learning Center



FAMILY HANDBOOK

UPDATED 6/2025



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Hours of Operation:

Open year-round, Monday-Friday 7:00am-6:00pm



History

Love Learning Center originated as an in-home family childcare in the summer of 2017. Just as our children blossom and grow, Love Learning Center quickly outgrew its original modest environment, expanding to accommodate and into a center-based facility in the beginning of 2019.

Mission Statement

The philosophy of Love Learning Center is to provide a developmentally appropriate program for young children that fosters the whole child concept, respects each child as an individual and stimulates a child's natural interest in, and enjoyment of learning. At Love Learning Center all our teachers are DSS certified, experienced, educated in early childhood, and boast a passion for children.

Core Values

Love Learning Center's long-term program values include helping children:

- To become creative, independent thinkers;
- To feel competent, productive and self-reliant, as well as fostering good self-esteem and a sense of self-worth through Positive Education;
- To develop a sense of responsibility for their own mental and physical health;
- To understand that they are a part of a diverse, multicultural global community and that their actions influence the quality of that community;
- To foster the value that many kinds of intelligence – linguistic, logical/mathematical, musical, physical, spatial and personal – are valuable and important to our community; and,
- To encourage the development of higher moral reasoning, helping children to develop into adults with an internalized code of ethics and principles.

At Love Learning Center we practice these core values by implementing the Love and Logic method. "Love and Logic is a philosophy of raising and teaching children which allows adults to be happier, empowered, and more skilled in interactions with children. Love allows children to grow through their mistakes. Logic allows children to live with the consequences of their choices." Through the concept of Love and Logic, we provide a loving, balanced approach that is neither permissive nor punitive by

- Utilizing Positive Education techniques with discipline as to avoid losing the children's love and respect.
- Focus on helping children develop personal responsibility, self-control, and good decision-making skills.
- Nurturing long-term relationships and reinforcing good character.

Love Learning Center's daily practice and programming objectives will be designed to support the philosophy and the established long-term goals. Our program's educational philosophy is supported not only through its curriculum, but also by the teachers, families, and parents involved in the program that provides role models for children.



Philosophy on Education

At Love Learning Center, our goal is to provide a secure child and parent centered environment where all children, parents and their families feel welcomed and valued. Enrollment shall be granted without regard to a family's race, color, creed, religion, national origin, gender, or disability.

Children participate in a program of educationally challenging activities and supportive personal interactions planned to foster their social, physical, emotional, and intellectual development. All staff are responsible for working with children, parents, their important family members, and other staff members in the spirit of collaboration and dedication.

Our educational philosophy is that young children develop and learn best when they have opportunities to:

- Observe and be part of respectful, supportive, and friendly adult-child and child-child interactions
- Engage in the experimenting, exploring, creating, discovering, and idea-sharing which are all part of the children's activities that adults describe as 'child's play'
- Make choices and become involved in activities that are personally and developmentally right for them

Outdoor play is another opportunity for learning in an environment that provides many developmental benefits. Outdoor play encourages time for physical activity which helps maintain a healthy weight, encourages better sleep and allows more absorption of vitamin D that promotes a healthy immune system.

Love Learning Center schedules outdoor play daily, weather permitting. Caution is taken in the event of any inclement weather. Inclement weather is defined as a wind chill factor at or below 20 degrees Fahrenheit or at or above a heat index of 90 degrees Fahrenheit by the American Academy of Pediatrics, American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education (2010).

Programs Offered

Love Learning Center offers a full-time program for children 8 Weeks through Pre-K.

Our programs are as follows:

- Nurslings Program (Infants)
- Waddler Program (One Year Old's)
- Tiny Tot Program (Two Year Old's)
- Explorer Program (Three Year Old's)
- Pre-K Program (Four/Five Year Old's)



Programs Offered(cont.)

Nurslings Program (Infants):

The Nurslings are provided a variety of age-appropriate activities, including exposure to basic American Sign Language. They are introduced to our curriculum by using indoor/outdoor gross motor play, music and movement, arts/crafts, and discovery/exploration. Teachers focus on establishing healthy attachments with our nurslings to build a foundation based on trust, guiding our nurslings into their next psycho-socio stage of autonomy and exploration of their environments.

Waddler Program (One Year Old's):

The Waddlers are provided a variety of age-appropriate activities, including basic American Sign Language. They are introduced to curriculum by using indoor/outdoor play, music and movement, arts/crafts, and discovery/exploration. Teachers encourage our waddlers to explore and enhance autonomy while strengthening their fine and gross motor skills.

Tiny Tots (Two Year Old's):

Our Tiny Tots are provided a fun-based and educational curriculum. They are offered a variety of age-appropriate activities in which they enhance their fine and gross motor skills, while developing their social, emotional, and cognitive intelligence. Teachers guide and encourage the children to explore on their own, as well as implement a full curriculum to include colors, shapes, numbers, letters, days of the week/months, arts/craft, American Sign Language, introduction to Spanish, etc.

Explorers (Three Year Old's):

Our Explorers are taught how to develop their social/emotional, cognitive, language and physical skills. They enhance their fine motor skills by using scissors, paint brushes, crayons, etc., and will be offered a variety of educational activities. Outdoor activities involving fun and play are utilized to enhance the children's gross motor skills. Teachers implement a full curriculum to include colors, shapes, numbers, letters, days of the week/months, American Sign Language, Spanish, etc.

Pre-Kindergarten (Four/Five Year Old's):

Our Pre-K children improve their skills by developing a sense of imagination and creativity. They are offered activities involving mathematics, social science, language, art, music, and physical education. A full curriculum is taught which includes colors, shapes, numbers, letters, days of the week/months, sight words, school readiness, American Sign Language, Spanish, emergent writing, etc.



Family Involvement

Family involvement is as integral a component of high-quality childcare as providing direct education and care to children. We respect and support families by maintaining ongoing communication between Educators and parents (and other important family members). Educators communicate with families through regular Parent-Educator communication, daily reports for toddler-age children, bulletin board displays of children's learning, and a myriad of informal ways of staying on site and interacting frequently with families, Educators, and children. This way immediate concerns can be properly addressed before minor problems become big ones.

Emergent Learning & Growth and Development

While attending Love Learning Center, your child will encounter a wide variety of situations. They will be faced with social challenges as well as academic challenges. It is our goal to equip each child with the necessary tools and problem-solving skills to handle each situation to the best of their ability.

Educators use assessment results to create appropriate goals for each child. These goals are used to generate daily, weekly, and monthly curriculum plans. Educators use observation, SC Early Learning Standards, the CDC Developmental Milestones and assessment results to guide program planning and to create individualized goals that can be integrated into a structured curriculum. The use of systematic assessment as a basis for classroom planning is an integral part of our emergent learning approach.

To facilitate these concepts, we utilize ASQ (Ages & Stages Questionnaires for 1's and 2's and developmental assessments for the 3's and 4's). These assessments provide reliable, accurate developmental and social emotional screening for children.

Assessments are conducted twice a year. Assessments help to navigate children's progress and inform parents on where their child is developmentally. If a child shows signs of a developmental delay, parents are referred to Early Intervention resources. Love Learning Center will work collaboratively with Early Intervention to ensure a successful transition into kindergarten.

We offer parent teacher conferences at the beginning and end of the school year. This gives parents the opportunity to discuss any concerns they may have and the teacher's opportunities to review the child's progress report. At the conclusion of each school year, a satisfaction survey will be made available to evaluate our program. As always, please feel free to discuss any of this information with your child's teacher and/or the Director.

Transition Policy

Children will encounter several transitions within their early years. These transitions can feel overwhelming and unsettling for some children as they are introduced to new caregivers and routines, especially for those in unfamiliar surroundings. As children grow and develop throughout childhood, they progress from one learning environment to another.



At Love Learning Center, we recognize that children learn best when they feel safe, nurtured, and have positive experiences with their caregivers and peers. Classroom placement is often determined by the cutoff date utilized for public school systems in September, as we follow the Richland/Lexington District 5 school year calendar. Children will begin in their assigned classroom in August, then graduate and progress to their new classroom the next school year. At Love Learning Center, we aim to develop a caring, professional, and respectful relationship with our children and families. We feel transitioning takes time, preparation, planning and patience. Adults can help by providing support before, during, and after transitions. These adjustments occur when children are introduced to a new environment, transitioning from home to daycare each day, progressing into a new provider and classroom, and graduating to elementary school. We are committed to assisting our families and children in making these transitions as seamless and comfortable as possible.

Transitioning Into Our Center:

When making the adjustment to our center, parents and caregivers must work together to support each child and communicate their needs. When transitioning into a new care environment, it is beneficial to allow a few visits to the child's new classroom to acclimate the child to the environment, along with meeting their caregiver(s) and peers beforehand. Additionally, the child may benefit from shorter days in the beginning to ease into this new change and to reduce stress on the child. We ask that parents have some flexibility during these first few days of transition and attendance.

Transitioning to New Age Groups and Caregivers:

When progressing into new age groups and caregivers, the same patience, planning, and care should be implemented. When a teacher is preparing for these transitions, there must be consistent communication between parents and caregivers. In some circumstances, outside of school year transitions, children may graduate into new classrooms according to space, availability, and development. When preparing to progress, your child will have the opportunity to visit the new classroom for short times to meet their teachers and other children in the classroom. They will also explore new surroundings and become familiar with the environment. This allows teachers to gauge when and if your child is emotionally ready to transition to the next classroom.

We Aim to...

- *Talk to parents about their child prior to their first day, to become familiar with their needs.
- * Allow all children to have the opportunity to spend time in the environment and with their teachers, whenever possible, before starting in their new setting.
- * Support children throughout the entirety of their transitions. This also allows teachers and parents to become familiar with each other and encourages open communication.
- * Ensure all parents know who their child's caregivers are so that any concerns may be discussed and addressed as needed.
- * Provide contact through verbal and written exchanges, as well as the acknowledgement that parents can call the center to contact the Director or Primary Caregiver/ Teacher.



- * Inform parents when children are ready for their transition to another classroom, and provide the new caregiver/ teacher with information to support the child, alongside with parents, to ensure a smooth transition.
- * Parents will be provided with a welcome package prior to the transition to introduce the teacher and classroom information in order to introduce classroom expectations and provide a smooth transition.
- * To provide ongoing communication throughout the transition period among staff and parents, as communication is essential for seamless transition for each and every child.

Parent and Family Definitions

In this Family Handbook, and in all other forms and correspondence in use at our organization, we use the term 'parent' or 'parents' to indicate the adult or adults legally responsible for the child. A parent can be the child's biological parent, a stepparent, a foster parent, an adoptive parent, or a legal guardian assigned by the court. You (the parent) tell us who you include when you use the term 'family'. This can include a child's sisters, brothers, grandparents, aunts, uncles and cousins, but it can also include friends and neighbors that are dear and important to you. Some rights and responsibilities belong to parents alone – such as enrolling the child in the program, attending the intake interview, granting permission for your child to take trips with the class, accountability for any fees and consulting with the Educator or others about a child's needs, behavior or performance. Parents tell us which family members and friends can pick up their children from our center and who should be notified in case of an emergency.

Family Members as First Educators

Children learn about the world from their parents and other important family members from birth through childhood to adulthood. While your child is enrolled in our organization you have a golden opportunity to learn a great deal about high-quality early childhood education. Digital communications, parent meetings and workshops, parent lending library resources and conferences with your child's Educator are all ways to learn how children's development can be promoted in all areas.

Parents are the experts when it comes to their own children. The Educators don't know your child nearly as well as you do, but they have known hundreds of children your child's age and they have gone to school to learn about child development and early childhood education. When you share your special knowledge of your child and your family, and the Educator shares her or his general knowledge of how children learn and grow in healthy ways, you are both better equipped to meet the challenges of successful childrearing at home and at school. The Educator knows your child better by talking with you. The better the Educator understands your child, the better she or he can individualize your child's education to capitalize on your child's interests and skills.

It is helpful to tell the Educator what is important to you about your child's education and upbringing. The Educator can make adjustments in the classroom to honor these values. Often the Educator can show how our educational program already supports values commonly held by parents such as the goal of high academic achievement for their children. Parents' understanding of what a good program is does not always reflect current industry standards for



high-quality early childhood education. Parents learn more about early childhood education when they talk with their child's Educators.

Discipline Policy

It is strongly against our policy to physically discipline children or utilize corporal punishment (no spanking, hitting, or shaking). We do not believe in threatening, shaming or belittling children for misbehavior. We never withhold or threaten to withhold food as a form of discipline, nor do we bribe children with food or any other treat in order to get them to do what we want.

Educators focus on teaching children acceptable ways of expressing anger and frustration through positive modeling and communication. Aggressive behavior will not be tolerated at the Center. Love Learning Center defines "appropriate behavior" as "age-appropriate actions, reactions, and understandings that protect and promote safety of self and others, develop and display healthy social emotional growth and wellness, and contribute to an overall environment where learning remains the uninterrupted focus".

Love Learning Center defines "troublesome behavior" as "any such action, reaction, or misunderstanding that jeopardizes the safety of self and others, indicates problematic adjustment to the circumstance, and detracts from the overall environment of learning."

Please note, we do understand that children experience difficulties as part of their overall development. We recognize that many of these are typical, age-appropriate reactions to stimuli and/or traditional developmental occurrences that one can expect from any child, anywhere. This policy speaks to those behaviors above and beyond those occurrences.

These behaviors include, but are not limited to: Repeated physical aggression, harassment, verbal abuse, extreme defiance, running away, throwing / tipping objects or using them as objects of harm, other willful acts that place another student/staff at risk and/or cause harm.

When managing challenging behaviors, Educators will respond with a range of positive responses, such as the following:

- Staying calm and ignoring non-aggressive behaviors to a reasonable extent, as to avoid unintentionally rewarding the behavior with attention.
- Acknowledge the child's emotional state and offer reassurance.
- Provide specific, simple verbal redirection in a calm, confident voice
- Redirect the child to another activity using inclusive language
- Provide simple, safe redirected choices to the child in an effort to allow them to experience a sense of control in their experience
- Guiding the child to an identified "regroup" area to allow the child to attempt self-regulation. An age-appropriate amount of time will be provided.
- Once the child is calm and feeling receptive, the Educator will talk with the child about the behavior.

If the challenging behavior continues, if there is injury to another student or an Educator, or the child is unable to regulate in a reasonable amount of time, an Administrator may be called for further support. When this occurs, or if the behavior is consistent over time, the Educator will



be asked to document their experience for further discussion with Administrators and Parents/Caregivers.

In instances where challenging behavior is repeated, we will request a conference with the parents to collaborate about the supports and solutions needed. We value Parent/Caregiver input on their child and wish to work closely to do what is best for all parties.

Instances that may warrant suspension or expulsion from the center will be discussed with parents immediately and on a case-by-case basis.

Field Trips

At this time Love Learning Center will not be transporting and/or doing any field trips.

Supplies to Provide Our Center With

Clothing: If your child had a busy and involved day at school, chances are he or she got at least a little dirty. Please be sure to send at least 2 changes of clothes for your child to remain at the center. Dress your child in comfortable, washable play clothes. Flexible, closed toe, rubber soled shoes (like sneakers) are the safest.

Diapers and Wipes: Diapers, wipes and any necessary diaper cream must be provided by the family. Please be sure to maintain communication with teachers on supplies, as there will be a charge of \$1 per diaper for any time the Center diapers are needed.

Nurslings-Pre-K: In addition to the above mentioned, until the child can eat items off the Center's menu, parents are responsible for cereals, finger foods, jar foods, etc. Please also provide your child a blanket for their naptime, which will be sent home every Friday to be washed.

Waddlers – Pre-K: Parents are also to provide their child with a water bottle and will be sent home daily for cleaning. This is for WATER ONLY. Please do not bring in cups or water bottles than contain anything other than water. Our children are still learning how to navigate drinking without spills and liquids other than water pose a sanitary issue for our center.

All soiled items will be sent home with the parent daily to be washed. Unfortunately, we are unable to rinse, wash or otherwise handle the soiled clothes.

****Please label all personal items with your child's first and last name; i.e. Pacifier, bottles, sippy cups, water bottles, etc.**

Items from Home (including Birthday Parties)

Comfort toys and family photographs can help a child feel more secure away from home. Other toys from home can create problems at school. If you are wondering about what your child can bring to school, and what should stay home, talk to your child's Educator.



Talk to the Educators at least two days before if you wish to provide treats to celebrate your child's birthday. The Educators will help you decide what and how much to bring, but here are some guidelines:

- No balloons! Due to the choking hazard they present, balloons are not allowed in licensed childcare centers.
- Standards require commercially prepared goods only. This protects children with allergies and ensures that foods consumed at school are prepared according to local health department specifications.
- No gift bags, please. Keep it simple; a cake/cupcakes and singing are what make the party in the eyes of the child!

Child Pick-Up Authorization

The center shall permit the parent of a child in care, free and full access to his or her child without prior notice, while their child is receiving care, unless there is a court order limiting parental access. This free access must not disrupt instructional activities and classroom routines.

Children are only permitted to be picked up by those the enrolling parent(s) authorize. These persons are listed on the pick-up card. Keep the list up-to-date. We appreciate it when you supply photo identification of these people so we can have them on file. If you need to ask someone to pick up your child who is NOT on the card, please notify us ahead of time, either in person or by email. Anyone picking up a child should be prepared to supply photo identification.

When dropping off or picking up your child, NEVER leave your child unattended. DO NOT leave children of any age unattended in or by parked or running vehicles. All children must be directly supervised (within eyesight) of an adult family member or one of our staff members.

We are always pleased when a child would like to stay and have more time at the center, however, it can be disruptive to the children and staff when a parent comes by to visit or pick up a child and instead leaves again to come back later. Please be sure to minimize disruption or confusion by dropping off or picking up as intended and communicate any alternative visits with your child's teacher or management.

Inclement Weather/Involuntary Closures

We aim to notify parents at least 24 hours in advance of any anticipated closures due to inclement weather or other involuntary causes. It is possible that in some cases 24 hours' notice is not available. All family members will be attempted to be notified by ProCare as soon as possible. If you do not receive a text or email regarding a weather-related or involuntary closure, please follow Richland County Five (5) school system for any messages of late openings or closings.

Holiday Closures

Our Center will be closed on the following days:

- New Years Break (or Observance of New Years Eve and New Years Day)
- Martin Luther King Jr. Day (or Observance of)
- Staff Development Day (Friday of National Training Conference)



- Good Friday
- Memorial Day
- Juneteenth (or Observance of)
- Independence Day (or Observance of)
- Staff Development Day (Friday before new classes start)
- Labor Day
- Thanksgiving Break (Wednesday – Friday)
- Christmas Break (or Observance of Christmas Eve, Christmas Day and Day after Christmas)

Drop offs/Pick-ups:

Each child must be accompanied into the Center by an adult. The adult must sign the child in and assist in taking the child to their designated drop off area.

Throughout the day, each time children transition from one location to another, i.e. classroom to outdoors, the teacher will be responsible for name to face counting the children and recording their counts on their tracking sheets, every time leaving one area as well as when arriving at another to confirm the safe whereabouts of every child at all times.

When picking up your child, an authorized adult must sign the child out. Your child will only be released to the parent(s) or those designated on the Release Form. A photo ID is required when a designated adult, other than the parent, is picking up the child. It is the responsibility of the parent to maintain and update the Release Form as necessary. If any changes, additions or deletions need to be made to the Release Form, it must be made by the parent/guardian in writing.

Attendance: Late Arrivals, Vacations and Absences

It is understandable that at times families get busy and a late arrival is unavoidable. Where at all possible, please be sure to drop-off your child on time. Love Learning Center is a learning center and our main goal is to get the children ready for Kindergarten, meaning curriculum in all classrooms start at 9:00 am daily. Late arrivals can disrupt daily routines for your child. If you know your child will be more than 30 minutes late, please message your teacher directly via ProCare. We ask that parents refrain from bringing their child(ren) in during lunchtime (11:00-12:00) and naptime (12:00-2:30). This can be very disrupting to the other children. We do understand that situations do arise that a late drop-off time is unavoidable. We ask that if your child will be arriving after 9:00 am but will be dropped off before 11, please notify management so that your child can be included in the lunch count preparation.

After a child has been enrolled with LLC for six (6) months, the family may take one (1) free week of vacation time during the calendar year (January – December). This is only for one (1) week, consisting of 5 consecutive days, with no exceptions. A two (2) week written notice prior to the vacation time is required to be submitted to Administration. If no notice is given, or notice is less than two (2) weeks prior to the time requested, the full weekly rate will be charged, without exceptions.



If your child becomes ill with a fever, it's important to keep them at home for the day. See Appendix A for details on when to keep your child home with an illness. It is crucial parents and staff work together to prevent the spreading of illness through the facility. Although all public care/education facilities are required to follow DHEC's school exclusion minimum criteria for illnesses, there may be times when an illness or outbreak requires more restrictive policies to protect our children, staff and families. Any policies in addition to DHEC's school exclusions will be communicated by management to families. If any parent is found to have concealed a child's symptoms of illness in order to allow their child to be present at the center, they will be immediately terminated.

Record-Keeping

It is extremely important to tell us about changes in home address, home phone number, workplace (or school), work (or school) address, work (school) telephone, and cell phone of parents in the home, emergency contacts and all those authorized to pick up the child. For your child's welfare we must be able to reach you (or your alternative emergency contacts), all day, every day. Keep us informed daily of phone number changes.

All pertinent information related to your child's health should be updated regularly, including allergies, food restrictions, medical procedures, health conditions, your pediatric health provider's name, address and phone number. Also include your child's health insurance information.

Privacy and Confidentiality

Types of information which are kept confidential and shared only with those who need it to carry out their jobs include: medical history including any current or suspected medical problems; family status; financial information; and other personal issues like family matters or children's behaviors.

Access to written records is restricted to administrative staff, state monitors, and the Educators directly responsible for the child. In order for records to be released to any other person, school or agency, written permission is needed from the child's parent.

Areas of concern (like problem behavior or other special needs) are discussed with parents in private and in a problem-solving manner, respecting the roles we all can play in helping children feel competent and successfully become part of the group.

Child Abuse/Neglect

If there is any abuse or neglect suspected of any children in our care, our team is required to report it to Child Protective Services. Please be aware also that children will not be released to impaired individuals. If our team has reason to believe that any family member or guardian picking up a child is under the influence of drugs or alcohol, an emergency contact will be called to pick up the child and the incident will be reported.



Medication on Premises

If your child is on medication, try to arrange the medication schedule so your child does not need the medicine at school. If this is not possible, and if the medication is prescription (or accompanied by a doctor's note), we can administer a dosage here. Please provide us with any medications that your child would need in an emergency (for example, asthma medications, or an EpiPen for allergic reactions). Complete and sign a medication administration form and make sure the specific times and situations are indicated to administer the medication. Under no circumstances may children hold their own medicines, and medications may never be kept in children's cubbies or in the child's book bag/diaper bag but should be given directly to the child's teacher to be placed in a medication lock box out of the reach of children.

A Medication administration form must be filled out and signed, giving the Center permission to administer the medication. All medications must be in the original container with a child protective cap and labeled with the child's name, the doctor's name, the name of medication, the dosage, the expiration date. Medications will only be used for the child in which the medication is labeled and authorized for. When medication is to be administered, staff will wash hands prior to and after administering any prescribed medication or apply any medicated ointments or creams.

The Director/Assistant Director or designee will be responsible for dispensing the medicine, but it is the parent's responsibility to discuss any medications with them directly in order to avoid any confusion. A written record will be kept of when the medication was given, and a copy will be provided to the child's parent/guardian. If an error occurs and medication is not administered as directed, the parent/guardian will be notified as soon as the error is noted.

Minor Incidents:

Children in a group setting occasionally receive minor bumps, cuts and scratches. All staff members are trained in Pediatric First Aid/CPR and will administer care as needed. The parent will be notified of any such minor incidences and subsequent care given by an Incident/Accident Report.

Penalties for Late Pick-Up

The Center closes at 6:00pm and a fee will be charged for any late pickups in the amount of \$5.00 for every (5) minutes (or any part thereof) after 6:00pm. The Center is only licensed to provide care until 6:00pm and our staff members scheduled to work only until then.

Fees and Payment Schedule:

- NOTE: All fees are subject to a \$30.00 late fee if not paid as required
- A non-refundable registration fee of \$150.00 per child is due at time of registration, along with the completed enrollment packet.
- Tuition is charged on a weekly basis and is due no later than Monday morning of every week. Failure to pay on time will result in a late fee being added on Tuesday morning at 7 am in the amount of \$30.00. Should a holiday fall on Monday, tuition will be due on Tuesday morning and the late fee will be added on Wednesday morning at 7 am.



- Each family is required to pay the weekly tuition whether or not the child is in attendance, including holidays that the Center will be closed, and any involuntary closures. This will guarantee the child's spot in the program.
- An annual supply fee of \$150.00 per child is due the first Monday of January in addition to tuition.
- A summer program fee of \$100.00 per child is due the first Monday of June in addition to tuition.
- All fees can be made in cash, check or via ProCare using the Debit/Credit option. Processing fee's apply when using the Debit/Credit option. Please keep in mind that if a check is returned by the bank, you will be notified and assessed a \$35.00 return check fee. If more than one payment is returned during the time your child is enrolled with us, you will be required to pay with cash or money order only.
- If your child's account is delinquent for more than two weeks, you may be asked to withdraw your child until the account is made current. The school cannot guarantee a child's spot will be held when a child is withdrawn due to non-payment of tuition. Any unpaid tuition fees may be sent to a third-party collection agency.

The tuition structure as of 08/11/25 for a full-time program is as follows:

• Nursling Program (Infants)	\$275.00
• Waddler Program (One year old class)	\$270.00
• Tiny Tot Program (Two year old class)	\$265.00
• Explorers 3K Program (Three year old class)	\$260.00
• Pre-Kindergartener (Four year old class)	\$255.00

Meal Programs

The Center provides breakfast, lunch and an afternoon snack for children who can eat from the regular menu. We are a nut-free facility; however, it is very important that you specify on the Enrollment Forms any additional food allergies your child may have, including details of what your child's allergic reaction may look like so that we can ensure all of our staff are personally aware. All children's allergy information is posted in the kitchen and in the child's classroom to ensure staff, as well as substitute staff, are all aware during mealtimes. To review what is being served daily, a monthly menu is displayed on the Parent Board in our lobby. If your child does not eat what is being served on a specific day or they have a specific food allergy we may not easily be able to accommodate, please provide a packed lunch for him/her in an insulated lunch bag. We do understand that situations do arise and that a late drop-off time is unavoidable. We ask that if your child will be arriving after 9:00 am but will be dropped off before 11, please notify management so that your child can be included in the lunch count preparation.

Our Nutrition Policy:

- When available, advertised "Organic" products will be preferred and offered with all meals and beverages;
- Sugar sweetened beverages shall not be served;
- Two meals and one snack shall be planned and served to meet the child's nutritional requirements as recommended by the U.S. Department of Agriculture (USDA) and the Child and Adult Food Program (CACFP) with no more than four hours between food services;



Withdrawals:

A parent may withdraw their child(ren) from the program by giving Love Learning Center a two (2) week written notice to the Administration. If a parent fails to provide the two (2) week written notice, they will be liable for those two weeks of tuition. Love Learning Center has the right to terminate a child(ren) from the program at will, without further obligation to the child(ren) or parents.

Leave of Absence:

We understand situations occur that may require a child's extended absence, in such a case, a Leave of Absence from the program may be requested in writing to the Administration. The request for such a leave must specify the reason for the request. We will attempt to accommodate as best we can, however, granting the Leave of Absence is solely at the discretion of the Administration. If approved, the Leave of Absence can only guarantee the child's spot in the program for a period of ten (10) days.

Religious Issues:

Love Learning Center is a non-denominational center. We are not affiliated with any religious entities and do not provide any religious focused training or education. However, that is not to say that referencing "God" is absent from the facility. Some teachers may choose to conduct a small prayer before lunch to thank "God" for our meal and encourage the children to participate. As a private institute, we are not held to the same "Separation of Church and State" standards as public schools. Therefore, if you have any concern about this practice, please advise Administration.

There are also certain holidays during the year that may have religious affiliations that are celebrated with class parties. If you do not wish for your child to participate in certain holiday activities, please advise Administration and arrangements can be made so that they can participate in other fun activities.

Photographs & Publicity:

Photographs of the children participating in our programs may be taken from time to time. Your permission for these photographs to be used, without compensation, on our website and/or marketing material is assumed as part of this agreement. If for any reason you would prefer that we do not use any photographs of your child, please advise Administration.



Appendix A: Illnesses or Symptoms

Please do not bring your child into the center if they have any of the following illnesses or symptoms. If you are unsure about whether you should bring your child into the center, please contact us.

- A) The illness prevents the child from participating comfortably in activities as determined by the staff;
- B) The illness results in a greater need for care than the staff can provide without compromising the health and safety of the other children as determined by the staff;
- C) The child has any of the following conditions, unless a health professional determines the child's condition does not require exclusion:
 - Appears to be severely ill – this could include lethargy/lack of responsiveness, irritability, persistent crying, difficulty breathing, or having a quickly spreading rash
 - Fever, temperature 100 or greater
 - Any color other than clear runny nose, or congestion.
 - Conjunctivitis (pink eye)
 - Unusual rash or spots, boils, open skin lesions
 - Severe cough
 - Thrush
 - Uncontrolled diarrhea, defined by more watery stools, decreased form of stool that is not associated with changes of diet. Exclusion is required for all diapered children whose stool is not contained by the diaper, and toilet-trained children if the diarrhea is causing 'accidents'. Re-admission after diarrhea can occur when diapered children have their stool contained by the diaper (even if the stools remain loose) and when toilet-trained children do not have toileting accidents. Special circumstances that require specific exclusion criteria include the following:
 - o Toxin-producing E coli or Shigella infection, until the diarrhea resolves and the test results of 2 stool cultures are negative for these organisms.
 - o Salmonella serotype Typhi infection, until diarrhea resolves. In children younger than 5 years with Salmonella serotype Typhi 3 negative stool cultures are required
 - Blood or mucus in the stools not explained by dietary change, medication or hard stools
 - Vomiting two or more times in the previous 24 hours unless the vomiting is determined to be due to a non-communicable condition and the child is not in danger of dehydration
 - Persistent abdominal pain (continues more than 2 hours) or intermittent pain associated with fever or other signs of symptoms
 - Mouth sores with drooling unless the child's physician or local health department authority states the child is non-infectious
 - Rash with fever or lethargy / decreased activity until a physician has determined the illness not to be a communicable disease
 - Tuberculosis, until the child's physician or local health department authority states the child is on appropriate treatment and can return
 - Impetigo, until 24 hours after treatment has begun
 - Streptococcal pharyngitis (i.e. strep throat or other streptococcal infection), until 24 hours after treatment has been started
 - Head lice (pediculosis), until after the first treatment
 - Scabies, until after treatment has been given
 - Varicella+ (chicken pox), until all lesions have dried and crusted (usually six days)
 - Persistent abdominal pain (continues for more than 2 hours) or intermittent abdominal pain associated with fever, dehydration, or other sign or symptoms of illness
 - Rubella+, until 6 days after rash appears
 - Pertussis+, until 5 days of appropriate antibiotic treatment
 - Mumps+, until 5 days after onset of parotid gland swelling
 - Measles+, until 4 days after rash appears



- Hepatitis A virus infection, until 1 week after onset of illness or jaundice or as directed by the health department

The child may return to the program twenty-four (24) hours after his/her symptoms have disappeared, without the use of fever reducing medication, and with a parent note.

The child may return to the program after a contagious illness with a medical note stating that he/she is no longer contagious.

Children's health and wellness are observed daily at Love Learning Center. If the child becomes ill while at the Center, he/she will be removed from the group and placed in a designated "isolation" area and the parent or authorized adult will be notified to pick up the child promptly. If a parent cannot be contacted within thirty (30) minutes, Administration will contact an alternate person from the child's emergency form.

Although all public care/education facilities are required to follow DHEC's school exclusion minimum criteria for illnesses, there may be times when an illness or outbreak requires more restrictive policies to protect our children, staff and families. Any policies in addition to DHEC's school exclusions will be communicated by management to families.

In order to help prevent the spread of illness, children and staff are required to wash their hands, e.g., after using the restroom, handling bodily fluids/changing diapers, before preparing or eating meals/snacks, after handling animals, after cleaning or handling garbage etc.

******In the event your child has a contagious illness, please notify the Center immediately so that we can notify other parents via ProCare and center announcement board. A child will not be accepted into the program if he/she has a contagious illness of any sort (i.e., Measles, Chicken Pox, RSV, Pneumonia, Flu, etc.). A doctor's release indicating that the child is healthy enough to return to the Center is required before he/she is allowed back into the program.



Appendix B: Emergency Medical Services

In the event a medical emergency should occur at Love Learning Center, the following actions are taken.

Staff will call 911 immediately for any of the following situations:

- Anytime it is believed a child needs immediate medical assessment and treatment that cannot wait for parents to take the child for care; loss of consciousness, semi consciousness, fever in association with abnormal appearance, difficulty breathing, or a problem with circulation indicated by abnormal skin color, such as looking exceptionally pale, having a bluish tone, or having skin that is exceptionally pink
- Multiple children affected by injury or serious illness at the same time
- A child is acting strangely, in lethargic state, is much less alert, or is much more withdrawn than usual
- Rhythmic jerking of arms and legs and a loss of responsiveness (seizure – except for a child who is known to have seizures and for whom a care plan is in place for management of seizures without calling 911)
- Vomiting blood
- Severe stiff neck (limiting child's ability to put his or her chin to chest) with headache and fever
- Severe dehydration with sunken eyes, lethargy, no tears, and not urinating
- Suddenly spreading purple or red rash
- A large volume of blood in the stools
- Hot or cold weather injuries (e.g., frostbite, heat exhaustion)
- Possible broken bone(s)
- Uncontrollable bleeding
- Severe allergic reaction or suspicion of severe allergic reaction

The child would be transported to the nearest hospital, Palmetto Baptist – Parkridge, by the EMT, and an Administrator or Director will remain with the child at the hospital until the parent(s) arrive.

Situations that require urgent medical attention (these conditions do not necessarily need EMS or ambulance transport if parent notification and transport to medical care can be achieved within an hour or so):

- Fever in a child of any age who looks more than mildly ill
- Appearing and acting very ill for a child of any age
- Severe vomiting and/or diarrhea
- An injury that may require medical treatment, such as a cut that does not hold together after it is cleaned
- Any animal bite that breaks the skin
- Venomous bites or stings with spreading local redness and swelling, or evidence of general illness
- Any medical condition that is outlined in the child's care plan as requiring medical attention



Appendix C: Emergency Response Plan

The following are recommended actions to take in an emergency:

- Whether a crisis takes the form of a family emergency, local disaster or a national event, follow your usual family routines as closely as possible. Eat meals, go to bed and spend your time together in much the same way as you typically do. If an emergency strikes when children are at school, we will follow our daily program with as little disruption as possible, too. Children feel secure with familiar routines. It helps them sort out what has changed, and what will stay the same. If children can count on parents and Educators to remain calm, answer their questions openly and honestly and respond reassuringly to their anxiety and fear, they will learn how to cope with crisis situations.
- The director contacts local, state, and federal officials, and listens to the news to stay on top of what is happening and how we should respond. As soon as we receive instructions from the authorities, the director meets with the team to execute the recommended course of action.
- Administrators will quietly inform Educators of the situation. We ask all adults – Educators and parents – to limit discussion of traumatic events around the children.
- Likewise, we suggest you limit children’s exposure to news reports of disasters on TV or on the radio at home. We respond to questions openly and honestly, but with comfort and reassurance.
- Administrators will talk with Educators about developing plans and ensure that usual routines with children are followed with as little disruption as possible.
- We will remain available at the front desk to field incoming phone calls.

Immediate Emergency Evacuation

If building occupants are in any immediate danger, we will evacuate immediately. We will follow the usual evacuations routine that we practice. We always bring attendance sheets and emergency information for all enrolled children whenever we evacuate. On the rare occasion that we evacuate and can’t return to the center, we telephone parents and ask that children be picked up from our emergency location. The first few parents who arrive may be asked to help us make these phone calls. A staff member is stationed by the center to direct parents to our emergency spot

In-Place Evacuation:

In the event that an emergency occurs, such as a tornado, chemical spill, etc. and an “in place evacuation” is necessary, the children will be kept at the facility, but they will be moved to an entire room of the building. The children will remain here under the care and supervision of our child care staff until dangerous conditions subside.

If children are exposed to toxic fumes or injured during the emergency, they will be transported to the nearest hospital, Palmetto Baptist – Parkridge, where they will be examined by a health care professional and the parents/guardians will be contacted.

On-Site Evacuation:

In the event that an emergency occurs, such as a fire in the Center, an “on-site evacuation” is necessary. The children will be relocated to the far side of the school playground area and will remain there, under the care and supervision of our child care staff, until dangerous conditions subside.

If children are exposed to toxic fumes or injured during the emergency, they will be transported to the nearest hospital, Palmetto Baptist – Parkridge, where they will be examined by a health care professional and the parents/guardians will be contacted.



Mandatory Evacuation:

In the event that a major emergency or disaster occurs, such as major environmental hazards, tornados, hurricanes, earthquakes, etc., and/or a “mandatory evacuation” is ordered, children will be transported to a Red Cross designated mass shelter. The children will remain at the Red Cross shelter under the care and supervision of our child care staff while parents/guardians are contacted. When parents/guardians are contacted, they will be made aware of the situation and arrangements will be made to pick up their child.

If children are exposed to toxic fumes or injured during the emergency, they will be transported to the nearest hospital, Palmetto Baptist – Parkridge, where they will be examined by a health care professional and the parents/guardians will be contacted.

If you arrive to drop off or pick up your child and we’re in the midst of an evacuation, you may not know if this is practice or a real emergency. It is critical that we keep track of each and every child in our care during evacuations. Therefore, do not drop off or pick up your child until you have been instructed you may do so.



AGREEMENT

I, _____, have read, understood and agree to comply with all procedures and policies set forth in this Handbook. I also understand that these policies may be changed and/or modified at any time in order to comply with State regulations or for any other pertinent reason.

Printed Name

Printed Name

Parent/Guardian Signature

Director/Owner Signature

Date

Date

Parent/Guardian of

