



MACFEAT

Laboratory School

Family Handbook

2023-2024





*Richard W. Riley College of Education,
Sport, and Human Sciences
Macfeat Early Childhood Laboratory School*

August 11, 2023

Dear Parents,

Welcome to Macfeat Early Childhood Laboratory School! Macfeat has a long and distinguished history of providing a safe, caring, and nurturing learning environment for young children. Our school is accredited by the National Association for the Education of Young Children, the highest level of accreditation available in our profession. Our classrooms are staffed with teachers who are highly trained and encourage children to explore and experiment. Nurturing your child's social, emotional, and intellectual development is our primary focus.

Macfeat's program is grounded in the latest research on early learning, and your child will benefit from our application of this research in his or her daily activities. We prepare early childhood teachers by engaging Winthrop teacher candidates with Macfeat students in meaningful ways. In addition, we recognize the importance of early childhood education to children's development and readiness for and success in school, therefore our staff promotes quality early learning programming throughout York County and the region. We share our best practices with others, engage in professional development so we can continually improve, and take leadership roles in many state and local initiatives that assist children and their families.

We recognize the vital role that parents play in the education of their children; and we look forward to collaborating with you to provide the highest quality learning experience for your child. We welcome your suggestions, ideas, and comments. If you need our policies and procedures provided to you in a language other than English, please contact Macfeat's administrative specialist, Ms. Tina Williams. We stand ready to assist you and your child to ensure that this year is an outstanding educational experience for everyone.

Sincerely,

Dr. Beth Costner, Dean
Richard W. Riley College of Education

Dr. Erin Hamel, Executive Director
Macfeat Laboratory School

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Table of Contents

<p>Macfeat Staff.....1</p> <p>Calendar 2023-2024.....4</p> <p>Foundations of the School.....5</p> <p style="padding-left: 20px;">History</p> <p style="padding-left: 20px;">Mission</p> <p style="padding-left: 20px;">Philosophy</p> <p>Macfeat Program.....6</p> <p style="padding-left: 20px;">Macfeat Program Goals</p> <p style="padding-left: 20px;">Program</p> <p style="padding-left: 20px;">Curriculum</p> <p style="padding-left: 20px;">Assessment Plan</p> <p style="padding-left: 20px;">Inclusion Policy</p> <p style="padding-left: 20px;">Nondiscrimination Statement</p> <p style="padding-left: 20px;">Confidentiality</p> <p style="padding-left: 20px;">Transition Policy</p> <p style="padding-left: 20px;">Nutrition and Rest Time for Full-Day Students</p> <p style="padding-left: 20px;">Special Events</p> <p style="padding-left: 40px;">Field Trips</p> <p style="padding-left: 40px;">Birthdays/Special Days</p> <p style="padding-left: 40px;">Invitations and Gifts</p> <p style="padding-left: 40px;">Holidays</p> <p style="padding-left: 40px;">Fundraising</p> <p style="padding-left: 20px;">Guidance and Discipline</p> <p style="padding-left: 20px;">Child Abuse and Neglect</p> <p>Learning Environments.....12</p> <p style="padding-left: 20px;">Literacy</p> <p style="padding-left: 20px;">Math/Manipulatives</p> <p style="padding-left: 20px;">Home Living/Dramatic Play</p> <p style="padding-left: 20px;">Blocks</p> <p style="padding-left: 20px;">Science/Discovery</p> <p style="padding-left: 20px;">Art</p> <p style="padding-left: 20px;">Quiet Center</p> <p style="padding-left: 20px;">Technology</p> <p style="padding-left: 20px;">Active Physical Play</p> <p style="padding-left: 20px;">Field Trips</p> <p>Families as Partners.....14</p> <p style="padding-left: 20px;">Communication between School and Families</p> <p style="padding-left: 40px;">Class Tag</p> <p style="padding-left: 40px;">Newsletters</p> <p style="padding-left: 40px;">Family Bulletin Boards</p> <p style="padding-left: 40px;">Email</p> <p style="padding-left: 40px;">Informal Conversations and Notes</p> <p style="padding-left: 40px;">Conferences</p> <p style="padding-left: 20px;">Family Participation</p> <p style="padding-left: 40px;">Group Meetings</p> <p style="padding-left: 40px;">Observation</p> <p style="padding-left: 40px;">Participation</p>	<p>Social Media</p> <p>Macfeat Advisory Board</p> <p>School Directory</p> <p>Program Evaluation</p> <p>Updated Information</p> <p>Family Support Services</p> <p>Policies and Procedures.....17</p> <p style="padding-left: 20px;">Arrival and Departure</p> <p style="padding-left: 40px;">Late Fee</p> <p style="padding-left: 40px;">Arrival/Departure Procedure</p> <p style="padding-left: 40px;">Departure Safety</p> <p style="padding-left: 20px;">Parking</p> <p style="padding-left: 20px;">Absences</p> <p style="padding-left: 20px;">Transportation and Car Pools</p> <p style="padding-left: 20px;">Clothing</p> <p style="padding-left: 20px;">Toys</p> <p style="padding-left: 20px;">Toilet Training</p> <p>Safety and Health Guidelines.....20</p> <p style="padding-left: 20px;">Building Security</p> <p style="padding-left: 40px;">Facial Scanner</p> <p style="padding-left: 40px;">Cameras</p> <p style="padding-left: 40px;">Visitors</p> <p style="padding-left: 20px;">Emergency Information</p> <p style="padding-left: 40px;">Emergency Response Plan</p> <p style="padding-left: 40px;">Emergency Notification System</p> <p style="padding-left: 40px;">Evacuation to Pick-Up Points/Shelters</p> <p style="padding-left: 20px;">Smoking and Firearms</p> <p style="padding-left: 20px;">Supervision</p> <p style="padding-left: 20px;">Snow Days and Unexpected Closings</p> <p style="padding-left: 20px;">Health and Safety Forms</p> <p style="padding-left: 20px;">Special Health Circumstances</p> <p style="padding-left: 20px;">Infectious Diseases</p> <p style="padding-left: 20px;">Mildly Ill Children</p> <p style="padding-left: 20px;">Medications</p> <p>Grievance Procedures.....23</p> <p>Payments and Fees.....24</p> <p style="padding-left: 20px;">Administrative Dismissal</p> <p style="padding-left: 20px;">Withdrawal from the Program</p> <p>Tuition Payment Schedule.....25</p>
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Macfeat Staff

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Facebook Page:	https://www.facebook.com/macfeat.winthrop

Welcome to Macfeat

Accredited by the National Association for the Education of Young Children, Macfeat Early Childhood Laboratory School is the oldest continuously operating laboratory school in the United States. Located in the College of Education, Sport, and Human Sciences building at Winthrop University, Macfeat children and teachers are positioned and privileged to benefit from the unique and diverse learning experiences and resources provided by a college campus. Winthrop professors and students participate in Macfeat's program and children's growth and development are enriched by the resources of the university.

Macfeat faculty and staff are committed to and care deeply about the emotional, cognitive, and physical well-being of young children. In providing positive and varied interpersonal experiences, children develop a sense of trust in the goodness and wonder of the world.

Rosemarie Agosto is the lead teacher for the three- and four-year-old, half-day and full-day class. She earned a degree in Early Childhood Education at Hunter College in NYC and has been teaching preschool for over 25 years. Her passion for teaching stems from her background in Reggio Emilia training. She is a firm believer that play is the work of children. The curriculum in the classroom is based on the interests of the children and incorporates all subject areas, including math, science, literacy, art, music and movement. She uses a wide variety of materials to provoke students' curiosities and support their learning in an engaging environment. Ms. Agosto states, "I love that Macfeat gives me the opportunity and freedom to teach in a way that makes learning for young children interesting and fun. They have the opportunity to collaborate and interact with their peers and teachers as they develop their knowledge and experiences." Ms. Agosto loves spending time with her three daughters and five grandchildren.

Gwendolyn Miller-Burton is the lead teacher for the three- and four-year-old, half-day and full-day class. She earned a degree in Child Development at San Diego State University. She has worked with children and their families in private, educational, and social service settings for more than 30 years. She believes that children learn best when they are actively engaged in their learning. Her classroom is a busy and joyfully noisy space as she facilitates learning through play and creative activities. According to Ms. Miller-Burton, "I strive to provide children with an interactive classroom environment which is varied, interesting, and supports problem solving. By providing a warm and responsive classroom environment, I enable children to feel confident in learning about themselves, others, and the world around them." Ms. Miller-Burton was born and raised in Oakland, California and moved to North Carolina in 2010. She resides in Concord with her Aunt Evelyn and Yorkie Amelia.

Liz Porter is the lead teacher for the full-day four- and five-year-old kindergarten class. She received a degree in Child and Family Development from UNC-Charlotte and a South Carolina K-6 teaching license. Ms. Porter has taught preschool and kindergarten for the past 17 years, ten of which have been at Macfeat. In Ms. Porter's multi-age kindergarten classroom, children learn South Carolina State Standards through integrated units of study. These units/projects are driven by the children's interests, and offer them diverse opportunities to create, explore, inquire, and problem-solve. According to Ms. Porter, "I enjoy working at Macfeat because I am able to provide children with meaningful, hands-on learning experiences. My goal is to provide children a classroom environment that is reflective of their individual identities. I am passionate about building classroom community, focusing on the whole child, and providing a culturally responsive environment, curriculum, and materials." Ms. Porter resides in Rock Hill with her husband, Keith, sons, Chase and Robbie and their three cats and three dogs.

Macfeat Staff continued

The school's executive director, ***Erin Hamel***, received her B.S. in Early Childhood Education and M.Ed. in Reading from Winthrop University. She has a Ph.D. in Early Childhood Education from the University of South Carolina. She taught kindergarten and first grade in a local elementary school and is currently the Associate Dean of the College of Education, Sports, and Human Sciences at Winthrop University. As a former undergraduate student worker at Macfeat and a Macfeat parent, serving as the school's executive director is one of her most rewarding professional experiences. Erin, her husband Brian, and her two children Maddie and Nathan reside in Rock Hill.

The school's director, ***Melanie Sanders***, received her B.A. in English with a minor in American History from Hilbert College and a M.Ed. in Childhood Education from Canisius College in Buffalo, NY. She is currently pursuing her Ph.D. in Early Childhood Education from Northcentral University and is working on her dissertation on social and emotional learning in the early childhood years. She previously worked in the Clover School District and taught first, second, and fifth grades as well as a year of reading recovery instruction. After working in the public school, she transitioned to higher education and taught as an adjunct professor at Winthrop University in the early childhood, elementary, and reading departments before becoming an instructor in the early childhood department. She is absolutely delighted to take on this new role as Director of Macfeat and cannot wait to build relationships with the students, families, teachers, and community. Melanie lives in Rock Hill with her husband Dave, three children David, Logan, and Ava Grace, and chocolate lab named Chewy (who has lived up to his name!)

Tina Williams, Administrative Specialist received her B.S. in Family and Consumer Sciences from Liberty University. She has worked in local childcare centers for the past 15 years, the last eight as an administrator. Tina, her husband Scott, reside in Rock Hill with their two children Cameron and Chyloe.

Teaching Assistants are graduate students in the Richard W. Riley College of Education, Sport, and Human Sciences. All have bachelor's degrees in education and/or experience in teaching or working with young children. Each classroom has two Teaching Assistants that are assigned to the room for the entire school year.

In addition to the teaching staff, ***classroom assistants*** are undergraduate students in the Richard W. Riley College of Education, Sport, and Human Sciences and employed to provide children with additional positive, supportive, and enthusiastic adult interactions.

Calendar 2023-2024

FALL SEMESTER 2023

August 22 (Tuesday)	First Day for Group A
August 23 (Wednesday)	First Day for Group B
August 24 (Thursday)	Regular Daily Schedule Begins
September 4	Labor Day (Macfeat Closed)
October 16 & 17	Fall Break (Macfeat Closed)
November 22-26	Thanksgiving Break (Macfeat Closed)
December 1	No Aftercare (Rock Hill Christmas Parade)
December 8	Last Day Before Winter Break

SPRING SEMESTER 2024

January 8	Children Return
January 15	Martin Luther King Jr. Holiday
February 20	Macfeat Closed Professional Development
April 1-5	Spring Break (Macfeat Closed)
May 17 (No Aftercare)	Last Day of School for Children

Note:

Please see the director if you need program information in a language other than English.

History

Macfeat Early Childhood Laboratory School is the oldest, continuously operating laboratory school in the United States. The history of Macfeat Laboratory School dates back to 1895 when Dr. D. B. Johnson, president of Winthrop College, established a “Practice School for Children” as a laboratory for teacher education. This first laboratory school at Winthrop was in Tillman Hall. In 1899, kindergarten was added to the Practice School with Miss Minnie Macfeat as the teacher. In the fall of 1913, the school was in a new building, the present Withers Building, and was called Winthrop Training School.

In 1935, Macfeat Nursery School was started by the Winthrop Home Economics Department to serve as a laboratory for child development courses. In 1986, when Home Economics or Consumer Science as it was then called, was divided and put in other areas, the nursery school was moved to Withers Building where it joined the kindergarten to become Macfeat Early Childhood School as a training/demonstration/research center for the School of Education. Today, Macfeat Laboratory School has two preschool classes for three- and four-year-olds and one kindergarten class for five-year-olds as it continues to serve as a laboratory for large numbers of college students who are studying to become teachers or other professionals who work with children.

Mission

The Macfeat Laboratory School has two primary missions. The school promotes the holistic development of children through a student-centered environment that stresses growth intellectually, physically, socially and emotionally. Additionally, the school serves Winthrop University and the community as a research and training center, helping future educators and other early childhood professionals successfully meet the diverse needs of students.

Philosophy

The philosophy of Macfeat has evolved since the school was first opened in 1895. Currently, the work of prominent theorists in the field of early childhood education, including Gloria Ladson-Billings, Lilian Katz, Maria Souto-Manning, Louise Derman-Sparks, Loris Malaguzzi, Maria Montessori, Lev Vygotsky, and Jean Piaget contribute to the school’s program. At Macfeat, children’s cultural identities, experiences, interests, expertise, and curiosities are central to our school. Children’s learning is supported through rich and varied engagements that develop their abilities to problem-solve, think critically, examine, cooperate, notice, and wonder.

Program Goals and Highlights

Macfeat Program Goals

Macfeat students will develop intellectually, physically, socially and emotionally in an engaging environment that utilizes culturally sustaining teaching practices to promote cooperation, problem-solving, and critical thinking skills.

Macfeat will support families in meeting the diverse developmental and educational needs of their child.

Winthrop University students and other community members will observe best teaching practices in Macfeat, helping to prepare them as educators.

Macfeat will support the research interests of Winthrop University faculty.

Program

Macfeat is accredited by the National Association for the Education of Young Children (NAEYC), an organization that recognizes outstanding early childhood programs that meet national standards of quality. Macfeat is committed to adhering to the Code of Ethical Conduct of NAEYC. For more information, please view the NAEYC website at www.naeyc.org. Macfeat is also licensed by the Child Care Licensing Division of the South Carolina Department of Social Services (DSS) [SC Child Care Services](#). Additionally, Macfeat Laboratory School participates in [ABC Quality](#) Rating and Improvement System to maintain our excellence in program quality, connect families to quality early childcare providers, and offers financial support to families through SC child care scholarships.

Staffed by professional educators and graduate and undergraduate education students, the program stresses growth and development of the whole child. The school provides each child with unique opportunities to explore, create, experiment, and socially interact with other children and caring, competent adults. The school also serves as a training and research facility, exploring and demonstrating best practices in early childhood education. Our program serves three-, four-, and five-year-old children. We abide by the September 1 birth date cut off, in accordance with South Carolina state law.

Curriculum

At Macfeat, the children's cultural identities, interests and expertise are the heart of the curriculum. Together, teachers and children engage in meaningful project work, integrating all content areas (math, science, social studies, language and literacy, health and safety, and technology) and supporting all developmental domains (social-emotional, physical, and cognitive). The preschool curriculum embeds [NAEYC Curriculum Standards](#) and the [South Carolina Early Learning Standards](#) into projects. [A guide for parents is available here](#). The kindergarten curriculum embeds NAEYC Curriculum Standards and the [South Carolina Kindergarten Academic Standards](#). Teachers also utilize information received from children's assessments and individual families to inform curriculum development and project work. Driven by children's wonderings, the emergent curriculum honors their questions, respects their work and timelines, and acknowledges the expertise and capabilities of young children to construct their learning.

The teacher's role is crucial in developing meaningful and engaging curriculum with young children. It is the teacher's responsibility to *listen carefully* to children. Teachers *document* children's wonderings and understandings and use that information as central to curriculum development. Teachers thoughtfully and

Program Goals and Highlights continued

intentionally create a physical environment that provokes children's curiosities and implores them to engage in explorations. Likewise, teachers establish an affective classroom environment that shows great respect for children's ideas and encourages them to take risks as they confidently build independence and construct their growing understanding of the world around them.

Assessment Plan

Assessments for Macfeat children are ongoing throughout the year. Assessments are based on developmental profiles, created by the teachers. These profiles denote typical milestones for young children and are used to document children's growth and development over time. Assessments are also based on NAEYC, the South Carolina Early Learning, and South Carolina Kindergarten Academic standards.

Each lead teacher receives training in assessment methods at the beginning of employment. Informal and formal assessment methods are used to gain insights into each child's social, emotional, cognitive, language, and physical development, as well as self-help skills. Assessment methods include observation, checklists, anecdotal records and work samples and are conducted by the lead teachers (although teaching assistants sometimes aid in the process). Parents' feedback regarding home observations and experiences is also a vital part of the assessment data collected.

Assessments are completed in familiar classroom settings. They are conducted in one-on-one, small group, and whole group settings. Teachers regularly assess children in the following areas: social-emotional, physical, language, cognitive, literacy, math, science, technology, social studies, creative expression, and health and safety. Child comparisons are not made during the assessment process. Information gained from assessments are compiled in individual student portfolios. The portfolios contain the developmental profile, anecdotal records, checklist, work samples, and photos. In addition, developmental profiles are completed, documenting a child's progress, interests and needs are identified.

Teachers use information gleaned from assessments to inform curriculum development and teaching practices in ways that best support children's learning and overall improvements to the program. Additionally, teachers use the assessments for developmental screening in order to make suggestions and referrals to parents (when they feel diagnostic assessments are needed).

Children's assessment portfolios are shared with families during conferences, at least twice yearly. They are also given to families to assist children's transitions from Macfeat to other programs or schools. Assessment information may be shared with other Macfeat lead teachers, as needed, to assist with classroom instruction and facilitation. Lead teachers keep children's assessments locked in their offices. Parents' consent is required before assessment information is shared with other individuals.

Inclusion Policy

All children at Macfeat Laboratory School have equal access and opportunities to interact meaningfully with their peers and environment. Our Inclusion Policy supports high quality learning and care for all children. Individual child needs are communicated through registration paperwork and parents have the opportunity to discuss with the teacher any specific accommodations, modifications, and supports at the back to school, one on one parent teacher conference. Parents and guardians should inform your child's teacher and the director if your child has a service or education plan (IEP) or *any* special needs (medical, nutritional, etc.). Arrangements will be made based on written recommendations from your child's professional consultant. Educational special needs assistance is available through the school district in which you are zoned. Macfeat provides the least

Program Goals and Highlights continued

restrictive environment for specialized services (i.e. speech, OT therapy) to support the child during the school day. If a physician or dentist has ordered a special medical management procedure for your child, an adult trained in the procedure must be on-site whenever the child is present. Parents/ Guardians and teachers will maintain consistent communication throughout the school year and work together in partnership with additional special services to plan and adjust modifications and accommodations as needed.

Nondiscrimination Statement

In accordance with federal civil rights laws and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex (including gender identity and sexual orientation), religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Programs that receive federal financial assistance from the U.S. Department of Health and Human Services (HHS), such as Temporary Assistance for Needy Families (TANF), and programs HHS directly operates are also prohibited from discrimination under federal civil rights laws and HHS regulations.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or who have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. For more information visit <https://dss.sc.gov/non-discrimination-statement/>.

Confidentiality

Your child's confidentiality is very important. All staff members are committed to abiding by the NAEYC Code of Ethical Conduct regarding respect and confidentiality. Children's records are kept in secured file cabinets and computer files in the office. Only a child's parent/legal guardian, teachers, and authorized (Winthrop/DSS/NAEYC) personnel will be given access to personal information. Please remember photos taken at Macfeat events may include other children. You must obtain parental consent before placing photos of children on the internet, social medias (ex: Facebook), and in any and all publications.

Transition Policy

Transition practices are instilled within our program to successfully support internal and external transitions. Internal transitions occur when a child is assigned to a new classroom within the program. Internal transitions are factored into our program structure and academic calendar as children move up from our preschool program to the multi-age classroom, and this internal transition is determined by age. We abide by the September 1 birth date cut off, in accordance with South Carolina state law. Internal transitions occur one time per year at the beginning of the new school year, and children remain in the enrolled classroom for the duration of the entire academic year. A kindergarten information session is provided to communicate some of the similarities and differences between our preschool and kindergarten program and support internal transitions. External transitions occur when the child permanently leaves the program for another program or school environment. To support families and children with external transitions, teachers have an end of year conference with the parents to discuss strategies to best support the transition and complete any required paperwork needed by the school environment in which they are transitioning.

Nutrition Policies and Procedures

Mealtimes are valuable opportunities for children to engage in valuable life skills. Self-help, conversational, and social skills that demonstrate respect for all are modeled and encouraged by teachers. This is a special time for enjoying foods from the four food groups, learning new words, concepts and opinions, and improving motor coordination. Teachers use this time to offer informal opportunities and planned weekly lessons to teach children about healthy eating habits.

Nut/Peanut/Center: Macfeat is designated “nut/peanut-free” center. No nuts, nut oils, or other nut-based items are used in any of the classrooms or allowed for snack or lunchtimes. Since non-allergic children’s favorite foods often do include peanut butter, we suggest substitutes such as ‘sun butter’ (made from sunflower seeds) or ‘granola butter’ that can be found at local grocery stores and are similar in taste/texture to peanut butter, but not a threat to children with allergies.

Special Health Needs: Parents of any child with special food-related or dietary health needs must provide a written individualized care plan prepared in consultation with the child’s health care provider that specifies particular needs or prohibitions. This information is added to the Macfeat Child Health Advisory list and posted in the kitchen and classrooms. Parent and guardians should notify the teacher of any special dietary requirements based on physical, religious, or cultural beliefs.

Lunch:

- Parents need to send an appropriate lunch box or other leak-proof receptacle **clearly labeled with the child’s name**.
- Parents are responsible for providing a healthy lunch for their child – please do not send **candy, desserts, or chips**. We follow the [My Plate](#) guidance from the U.S. Department of Agriculture. The teachers and director will share nutrition resources and work with families to support our nutrition policy.
- **We are unable to heat lunch foods.** Our staff is expected to spend snack/mealtimes at the tables interacting with children; the time needed to heat lunches prevents them from being able to do that.
- **Cold or hot packs** must be used if food needs to be kept warm or cold. We prefer items that do not need refrigeration.
- Due to DSS choke-tube regulations, **all foods for children younger than four, must be cut into pieces no larger than 1/2 inch square.**
- If using a **nut butter substitution** (i.e. sun butter), please **label** the item
- Macfeat provides **2% milk** at lunch.
- Teachers can encourage children to eat their food, but are not able to force them to eat their food.

Snacks: Macfeat serves morning and afternoon snacks. Macfeat provides nutritious items that are appealing to children. A snack menu is posted online and outside classroom doors. Children are often involved in cooking or baking activities as part of the curriculum that we subsequently served for snack.

Water Bottles: Each child needs to bring a **reusable child-sized water bottle** to school each day. Bottles must be clearly labeled with the child’s name. The water bottles will be sent home each day to be washed. Bottles can be refilled at school as needed.

Rest Time

Rest time is provided following lunch. Each child should bring a crib sheet, small pillow and light blanket or quilt. Sheets, pillowcases and blankets must be taken home and washed weekly. Mats are disinfected at least once a week.

Special Events

- **Field Trips:** Walking trips to nearby places are an important part of our program. Walking trips (often referred to as *field visits* during children’s project investigations, will include the entire campus and areas surrounding Withers Building. When classes are on campus walking field trips, a note will be left on the classroom door telling where we are and when we will return. We always welcome parents/guardians along! All children, regardless of physical ability, will be accommodated on these trips to enable full participation.
- **Birthdays/Special Days:** In accordance with parent’s wishes, children’s birthdays may be celebrated at school. If special treats are sent to school, they must be whole fruits or commercially prepared packaged foods in factory-sealed containers. Please bring only one treat per child. Out of respect for all the diverse customs, needs, and situations of our children and families, please refrain from sending party favors. Celebration arrangements should be made in advance with the lead teacher. Family members are always encouraged to join us in the celebration!
- **Invitations:** In accordance with Macfeat’s inclusive environment, if you plan a birthday celebration or other party outside of school, please provide an invitation for every child in the classroom.
- **Holidays:** We minimize holiday celebrations since all of the students do not recognize or celebrate the same holidays. As a learning experience, however, we encourage family members and children to share information about the meaning and ways of celebrating their special holidays.
- **Fundraising:** If fundraising events occur, food will not be used as a tool for fundraising.

Guidance and Discipline

The ultimate goal of guidance and discipline in our classrooms is to “teach love and to learn freedom” (Shalaby, 2017, p. xviii). In Macfeat classrooms, children are treated with respect and kindness from every adult caregiver. Likewise, children are expected to demonstrate respect and kindness towards others. Teachers use a variety of positive guidance methods to guide children in this learning process. Children are treated as capable beings in classroom environments that are free from any threats to their cultural identities, values, or ways of being.

The three school-wide principles that guide specific classroom expectations are: (1.) keep yourself safe, (2.) keep others safe, and (3.) show respect and kindness to one another. In general, teachers maintain consistent routines and procedures with clear expectations. These practices help prevent many discipline issues from arising. When a child needs more specific guidance, teachers utilize a discipline plan that involves a progression of techniques. Discussions about cooperation, problem solving, respect, and kindness are continually incorporated into our daily curriculum and, most importantly, as they arise within authentic classroom situations. Teachers guide children through the conflict-resolution process with the goal that over time, children will be able to talk and think through peaceful solutions to their problems together.

Program Goals and Highlights continued

Other techniques include distraction, positively stated verbal reminders, and then warnings. Time away from the group's activities may be used for recurring misbehavior and any physical aggression to help the child reflect and focus on his/her behavior. This involves a short removal from the group's activities, no more than three to five minutes, depending on the child's age. There is not a time-out chair or corner; children are simply asked to sit away from the group. After the short break, before the child reenters the group, a teacher will restate the reason the child was removed from the group and review applicable expectations/rules with the child. If possible, the child will also state the rule for reinforcement.

Macfeat DOES NOT allow corporal punishment, psychological abuse or coercion, threats, derogatory remarks and neither withhold or threaten to withhold food as a form of discipline under any circumstances. Corporal punishment includes spanking, slapping, jerking, shaking, biting, pinching, or "popping hands." Children are involved in making the rules for the class and those who repeatedly break those rules or disrupt the class will take a short time away from the group's activities. Teachers will then review the rules with the child and help the child reenter the activities in a positive manner. Each year parents/guardians and teaching staff are required to sign a form indicating their understanding of Macfeat's policy of **no** corporal punishment.

Child Abuse and Neglect

[The Child Abuse Prevention and Treatment Act \(CAPTA\)](#) requires that childcare employees report any suspected abuse and/or neglect to the South Carolina Department of Social Services. Each year our staff orientation includes training on mandatory reporting, types of abuse and signs of child abuse. If staff receives any information which gives them reason to believe a child has been or may be abused or neglected they must report it to the lead teacher or director who will assist in reporting the suspected abuse or neglect to the South Carolina Department of Social Services Office of Child Protective and Preventive Services (803) 684-2315, X174; and/or law enforcement. Staff who report suspicions of child abuse or neglect are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm.

Documentation of all suspicious incidents, language, physical markings, or behavior that may indicate abuse or neglect will be kept secure in a locked file cabinet and used by authorized personnel only if needed.

If an employee is accused of abuse or neglect, the employee will not report to work while the incident is being investigated. Our program works cooperatively with DSS staff to conduct the investigation, and information in the investigation will be kept confidential, shared only with authorized personnel. All staff members are responsible for informing their immediate supervisor of any employee or volunteer accused of abuse or neglect. Based on the findings of the investigation, the employee will be reinstated or terminated.

Learning Environment

Our classrooms are arranged in learning centers. These centers are designed to engage children in play-based activities that foster independence, creativity, collaboration and discovery. Each center contains a variety of learning materials that facilitate learning across content areas (i.e. literacy, math, science, social studies) and reinforce skill development. The children choose where they want to work, what work they want to do, and how they want to engage in their work. Children are motivated to fall deeply into their play because they have the freedom to make choices and share in the responsibility for their own learning.

The centers are set up to accommodate one child or a small group so that children have the opportunity to work alone as well as with their peers. The teacher's role is to create an environment where center materials are easily accessible to children, interesting, and thought provoking. Center materials often reflect the topic of study and new materials are introduced throughout the year. During work time, teachers instruct and assess children individually and in small groups. Through questions and discussions, teachers and children guide and scaffold one another's learning.

Although the number and arrangement of the centers may vary in each classroom according to the activities and needs of the children, the following are examples of centers in our classrooms:

Literacy: Activities in this center include opportunities for listening, speaking, writing, and reading. A variety of multicultural books, non-fiction magazines, writing utensils, different types of paper, picture, alphabet, and name cards enable children to explore ways literacy helps us make meaning of the world.

Math/Manipulatives: Activities in this center develop such concepts as shape, color, size, classification, seriation, one-to-one correspondence, number recognition, and subitizing. Games, puzzles, construction toys, beads for stringing, and objects for sorting also encourage the development of fine motor coordination.

Home Living/Dramatic Play: Activities in this center provide opportunities for children to play cooperatively, build their imaginations, and to try out the real-life roles they see enacted around them. The dramatic play center is often transformed into a space that reflects the classroom's topic of study.

Blocks: Activities in this center improve small and large motor coordination as well as promote learning of concepts such as shapes, relative sizes, balance, gravity, and methods of construction. Children learn to work and play cooperatively and to use their imaginations and problem-solving skills.

Science/Discovery: Activities in this center promote children's questioning, exploring, and problem-solving skills in order to develop their thinking ability. Children learn to use all of their senses to explore their world as they investigate weight, balance, color, water, light, animals, plants, and more. We encourage the children to bring interesting natural objects found at home to share with the class in this center.

Art/Creativity: Activities in this center encourage the children to become involved in the process of creating. Free choice materials and planned activities encourage many types of creativity as children work with different media including paints, clay, and collage materials. Children learn about color, textures, shapes and sizes as they experiment with art materials. Activities are designed to promote a positive self-concept by accepting children's creative efforts without placing a value judgment on them.

Quiet Center: Each classroom has an area designated as the Quiet Center. This center provides a place where a child can get away by him/herself as the need arises. This also helps other children understand and respect the feelings of others.

Technology: Classrooms are equipped with computers. Appropriate educational software is available for children to work independently or with a peer. The kindergarten program utilizes a SmartBoard to enrich classroom learning experiences. The Instructional Technology Center (ITC) in Withers is available to access more advanced technologies.

Active Physical Play: Active, physical play is a required part of the daily schedule at Macfeat. Our program strives to limit screen time and encourage physical activity to promote the health and wellness of the children. Active play takes place outdoors except under extreme weather conditions. Outdoor play is a valuable opportunity for learning, as well as a time for children to feel relaxed and free to move about. Climbing structures, slides, tire swings, monkey bars, outdoor blocks, a rock garden, art easel, wagons, and balls are all part of our outdoor learning equipment and materials. Physical activity is instilled into our daily routine and is not used as a form of punishment or reward. There is careful planning and supervision of outdoor play. This involves the rotation of equipment and the introduction of new activities and materials designed to develop specific large motor skills. We have access to the Withers Student Activity Center for inclement weather and look forward to working with students from physical education in this excellent facility. Inclement weather includes a wind chill factor below 20 degrees Fahrenheit or above a heat index of 90 degrees Fahrenheit, and also includes precipitation.

Field Trips: Macfeat is privileged to be part of the larger Winthrop community and the many rich opportunities that are available on campus. We take many walking field trips to places such as the art gallery, the science building and exhibits, auditoriums to watch performances, the dance and music departments, the cafeteria, and the natural areas of campus. We strive to take advantage of the many areas of expertise represented by the Winthrop faculty and staff and incorporate those into our walking fieldtrips. Teachers always have cell phones, first aid kits and emergency contact information with them on these excursions. Off-campus field trips require a parent permission form. Macfeat does not transport children.

Communication between School and Families

Macfeat recognizes the importance of parent/guardian involvement and strives to work closely with families throughout the school year. A close teacher-parent relationship is vital to the healthy development and educational success of the child. Parents are encouraged to share information about the child's life outside of school so that teachers use this information to adapt the curriculum, teaching practices and classroom environment. Listed below are some ways communication is facilitated between the school and families. We welcome and encourage families to suggest additional means of communication and ideas for program improvement.

- **ClassTag:** Teachers use the ClassTag app to communicate daily with families. Important classroom announcements, photos, and video clips are all shared through this app. Family members can also communicate with the teacher using the app.
- **Newsletters:** A school-wide electronic newsletter is emailed monthly and posted on Macfeat's webpage. This newsletter shares important school announcements and community resource information. Classroom newsletters, highlighting classroom events, topics of study, and announcements are distributed weekly through the ClassTag app.
- **Family Bulletin Boards:** Each classroom has a bulletin board enabling teachers to communicate with families as well as enabling Macfeat families to share information, ideas, requests, etc. with other families. Lesson plans, parent resource articles, and community engagement opportunities are posted on these boards. Families should read the board daily and check with the teacher if they wish to post something.
- **Email:** Parents, teachers, and the school's director often use email to exchange important messages. *Please note that the teachers do not have ready access to email while they are in the classroom.*
- **Informal Conversations:** Each day, teachers talk informally with parents/guardians as they drop off and pick up their children. These conversations are important opportunities for parents to share pertinent information about the child, such as recent emotional upset, changes in family circumstances, interrupted sleep the previous night, etc. Teachers want to know the joys and concerns the child is experiencing so that the transition from home to school can be as smooth as possible each day. These informal conversations also allow teachers the opportunity to share information regarding your child's development and learning. **Please notify the teacher immediately about a change of address, telephone number, or family circumstances (e.g. birth of a baby, separation, illness).**
- **Conferences:** Twice yearly, near the end of each semester and by appointment if desired, individual parent/guardian-teacher conferences are scheduled. These conferences are a time for parents and teachers to exchange information regarding the child's growth and development. Parents share their observations, family updates, and any questions or concerns they have. Teachers share their methods of assessment and information about the child's growth and development. Parents are provided a summary of their child's assessment report at each conference meeting.

Family Participation and Input

- **Group Meetings:** Two to four family meetings are planned each year. These meetings vary in subject matter and families' schedules are considered in this planning. The meetings include orientation, discussion of policies and procedures, presentations by resource persons on topics related to early childhood education, effective parenting, topics suggested by parents, or they may be social in nature. Check newsletters for dates, topics and further information. Surveys are conducted after each meeting for continual input for improvement. When attending Macfeat events, please park either in the "C" lot on Eden Terrace across from Withers or in the "C" lot on Myrtle Drive across from the Macfeat playground unless otherwise directed.
- **Observation:** Please use our classroom observation booths at any time. These booths are only available to Macfeat family members and approved school visitors (i.e. Winthrop professors conducting research, Winthrop students observing for an approved course assignment). They offer you the unique opportunity to observe your child and teacher in the classroom setting.
- **Participation:** We encourage you to share any talents, hobbies or interests with Macfeat children. By offering your time and talents to the classroom, you enrich and expand the learning experiences of Macfeat children. We welcome and encourage your participation and involvement in a variety of classroom activities throughout the year.
- **Social Media:** Please like our Facebook page at <https://www.facebook.com/macfeat.winthrop>. Additionally, we have a Parent Facebook page that is private for parents of Macfeat children only. Information about belonging to this page will be sent to you at the beginning of the school year.
- **Macfeat Advisory Board:** This board is composed of parent representatives from each classroom as well as representatives of the Richard W. Riley College of Education, Sport, and Human Sciences and the educational community at large. The group meets quarterly with the director to discuss programs, policies, and procedures. The board provides guidance and diverse points of view regarding program operations and improvement. The Associate Dean of the Richard W. Riley College of Education, Sport, and Human Sciences serves as an advisor.
- **School Directory:** A directory containing students' and parents' names, addresses, telephone numbers, and e-mail addresses is issued in September. Parents who do not wish to participate may indicate so on the registration form.
- **Program Evaluation:** We encourage parents' input to improve our program. An annual family survey is conducted every spring. This survey includes objective statements for response regarding all areas of program functioning. This evaluation is very helpful in program improvement and goal setting. Families receive a report of the annual evaluation findings.
- **Updated Information:** There are several forms that must be completed for our files. Updated information will be requested quarterly. However, please inform the office immediately of a change of address, health care status, contact information or parent/guardian responsibilities.

Family Support Services

If you need assistance locating or contacting local programs and family support services, please contact your child's teacher, the director, or consult our website: <http://www.winthrop.edu/coe/macfeat> → Resources → Family Services. Hard copies are also posted and available for use through teachers and the director.

Policies and Procedures

The policies and procedures in this Handbook seek to comply with applicable South Carolina state statutes and federal laws. Any policy or procedure in this Handbook that is determined by any court of competent jurisdiction to be invalid or unenforceable shall not affect the validity or enforceability of any other policy or procedure of this Handbook or the invalid or unenforceable provision in any other situation or in any other jurisdiction. Any provision of this Handbook held invalid or unenforceable only in part or degree shall remain in full force and effect to the extent not held invalid or unenforceable. Macfeat regularly reviews its policies and procedures and reserves the right at any time to modify or change any policy or procedure, including tuition and fees.

Arrival and Departure

Schedule for Arrival and Departure

	Arrival	Departure
Half-day Session	8:30am	Noon
Full-day Session	7:30 to 8:30am	3:30pm
After-School Care	3:30pm	5:30pm

In order to meet teacher-child ratio regulations and to provide the highest quality of care to your child, **we must enforce strict observance of opening and closing times.** We will welcome full-day beginning at 7:30 each morning. Students in the half-day program need to arrive at 8:30am and should be picked up promptly at 12:00pm. Full-day students will be dismissed at 3:30pm, and all after-schoolers by 5:30pm.

- **Late Fee:** While we understand that there will be times when an emergency arises, in general, a fine will be imposed for tardiness in picking up your child at the end of the school day. **This fine will be \$10 for the first five minutes and \$1.00 per minute beyond five.** This fine may be waived by the director in case of a bona fide emergency.
- **Arrival/Departure Procedure:** Macfeat does not transport children. Please escort your child into the classroom upon arrival, sign your child in, and read the board for the daily message. Your child will then wash his/her hands. At pick-up time, please enter the building to sign your child out of school. Macfeat is not responsible for your child until he/she is signed in and a teacher recognizes that your child as being present. Please contact the director if your child requires accommodations for special needs.
- **Departure Safety:** Teachers must be informed when a child leaves his or her care. Children must be signed out every day. Only those adults indicated on the Emergency Contact/Permission Form will be allowed to pick up your child. Any additions, changes or deletions to the form must be made by the legal parent or guardian. Identified biological parents will not be removed from forms or denied from picking up a child unless a court order prohibiting them to do so is provided. A parent has free and full access to his/her child without prior notice, while his/her child is receiving care, unless there is a court order limiting parental access. This free access must not disrupt instructional activities and classroom routines. In the event someone else needs to pick your child up, a written message or a direct phone conversation with your child's teacher will be required that day, and we will request a photo identification of that person when picking up the child. In the event someone arrives to pick up a child who appears to be under the influence of drugs or alcohol, law enforcement will be called.

Parking

The entrance to the three- and four-year-old classrooms is on the Eden Terrace side of the building. You may park briefly on the right side in the circular drive or the parking lot to walk your children inside to their classroom and to pick them up at the end of the day.

- The kindergarten is located in Room 132 of the Withers building. You may park briefly on the right side in the curved brick driveway on the Myrtle Drive side of the building to drop off and pick up your child.
- For safety reasons, please do not leave your vehicle idling except if needed in extreme heat or cold or to maintain interior temperatures.

Absences

It is important that your child attend school unless he/she is sick (see page 17). Any kindergarten student who misses school must present a written excuse, signed by a parent/guardian, or medical excuse. The maximum number of days a student may miss is ten per school year. Please notify your child's teacher if your child is to be absent. The Macfeat telephone number is 803/323-2219. We will call you if the child does not arrive and we have received no notification. Please use discretion in calling classrooms during class time.

Transportation and Car Pools

Macfeat does not transport children. A family member, or special family friend known to the child, is expected to pick up your child. ***All adults regularly responsible for your child's transportation must be indicated on the Emergency Contact/Permission Form in order to transport your child from school.***

Clothing

Please dress your children in comfortable clothes and ***gym shoes*** that can get dirty. We provide plastic smocks for messy activities, but accidents inevitably happen and children will get paint, glue, or playground dirt on their clothes.

- We want your child to be safe as he/she engages in physical activities that include running, climbing, and jumping. Jewelry, long dresses, boots, shoes with slick soles, clogs, flip-flops, platforms, and heelys are not safe for active play. Please do not allow your child to bring/wear these items to school.
- Outdoor play is a rich learning experience for children, during every season of the year. Please send your child to school each day in clothes that are appropriate for the seasonal climate. During winter, months, in addition to wearing layers and a warm coat, please make certain your child has a hat and mittens clearly labeled with his/her name. During warmer months, please dress your child in sun-protective clothing and apply skin protection before coming to school. You may request (in writing) that sunscreen you supply be reapplied by staff.
- We ask that you send a complete set of replacement clothes in case of a water, paint or bathroom accident. On the first day of school, send pants, shirt, underclothes and socks in a shoebox or plastic container labeled with your child's name. As necessary, please replace items of clothing so that a full set of seasonally appropriate clothing remains at school at all times. Clearly label all clothing with your child's name.

Toys

Please do not send toys to school.

Toilet Training

Macfeat is not a licensed diapering facility and classrooms are not equipped with changing facilities. Children **must** be toilet trained to attend Macfeat.

Safety and Health Guidelines

We have made every effort to make our program safe for children. However, in case of an accident or illness involving your child, we will notify you immediately. If we cannot reach you, we will follow the procedures outlined on the *Emergency Contact/Permission Form*.

Building Security

- **Facial Scanner:** Macfeat has a facial scanning security system and anyone allowed to drop off or pick up your child from Macfeat is required to have a scan taken for identification and access purposes. Enrollment into the facial scanner system occurs in the Macfeat office. At the end of each school year, families that will not be returning to Macfeat the next year will have their face scan removed from the system.
- **Cameras:** Building security also includes various **cameras** that monitor and record areas used by the Macfeat children daily.
- **Visitors:** Visitors to Macfeat are required to sign in at the office upon arrival.

Emergency Information

- **Emergency Response Plan:** A critical part of ensuring the safety of the children in our care is being prepared for emergencies that might happen relating to the school or to the community. Macfeat has an emergency plan that documents the roles and responsibilities for all Macfeat staff should an emergency arise. The Macfeat Emergency Plan is posted on the bulletin boards in hallways and on our webpage. Mock exercises (i.e. fire, tornado) will be conducted during the school year to ensure that both students and staff know what to do should an emergency arise. In the event of an emergency requiring immediate medical attention, arrangements have been made for Winthrop to use Piedmont EMS and Piedmont Medical Center; in other cases, parents will be called.
- **Emergency Notification System:** Winthrop University has a notification system in which the Winthrop community is contacted via landline or cell phones in the case of an emergency. Macfeat parents will have the opportunity to sign up for this service through the Macfeat registration process.
- **Evacuation to Pick-Up Points/Shelters:** In the event of an emergency that requires the evacuation of Macfeat Laboratory School, the following evacuation plan was established by Chief of Campus Police and other officials, including the York County Emergency Preparedness Director. Upon notification to evacuate, the director will notify all staff to return students to classrooms. Administrative staff will begin contacting parents to have students be picked up. Teachers will keep track of students that are picked up by parent or guardian to ensure accountability of all students. Officials estimate that children will be at Macfeat for approximately 45 minutes before being transported to the pick-up point. The director or designee will contact campus police to coordinate transportation for students from Macfeat to the pick-up point. Teachers will accompany students to the pick-up point and remain there with them for up to four hours. Any students remaining at the pick-up point after four hours will be transported to shelters located outside of York County where they may be picked up by parent or guardian. Red Cross staff will care for them at the shelters. The pick-up point for Macfeat School is Oakdale Baptist Church, located at 1249 Oakdale Road in Rock Hill. The shelter is Lancaster High School located at 617 Normandy Road in Lancaster, S.C.
- **Smoking and Firearms:** Smoking, alcoholic beverages, firearms and concealed weapons are not permitted on the Macfeat premises at any time, except for law enforcement personnel regarding firearms and concealed weapons.

- **Supervision:** Teachers provide direct supervision of Macfeat children at all times, while maintaining proper teacher to student ratios. Teaching staff are physically near, readily accessible, aware and responsible for the ongoing activity of each child and able to intervene when needed. Teachers track children as they enter or exit the premise, attend walking field trips, or move from one location of the building to another. Tracking checks include head count and clipboard/name attendance checks.
- **Snow Days and Unexpected Closings:** If you have subscribed to Winthrop's Emergency Notification System, messages regarding unexpected school closings will be communicated to via text, phone call, and/or email. Macfeat's Director and classroom teachers will also notify parents of unexpected closings via email and/or ClassTag. There is no reimbursement for school closings.

Health and Safety Forms

Current immunization and physical examination records must be on file for each Macfeat student. **All health forms must be returned by the first day of school or your child will not be able to stay until we receive them.** These include the Enrollment Physical Form completed by a physician upon initial enrollment at Macfeat as well as the S.C. Immunization Form you must obtain from your physician or from the Health Department. If you use N.C. physicians, the Health Department on Heckle Blvd can provide the correct form. This sometimes takes a few days to process. Macfeat also requests health insurance information in the case of an emergency medical situation. Families are responsible for keeping their emergency contact information on file current and accurate. Please notify the office or your child's teacher of any changes.

We require semi-annual updates of the Emergency Contact/Permission Form. All health and safety records are kept in your child's file (see confidentiality statement above).

Special Health Circumstances

In the case of abnormal results of routine screening, Macfeat will follow the recommendations of the South Carolina Department of Health and Environmental Control (DHEC) or a professional health care authority. When a child is overdue for any routine health services, a parent/guardian must provide evidence of an appointment for those services. If a child is underimmunized or unimmunized due to a medical condition or due to a family's belief system, documentation is required by a licensed health professional. If there is a special medical management procedure for a child (i.e. EpiPen or breathing treatment for asthma), an adult trained in the procedure must be on-site whenever the child is present. Lead teachers and Graduate Assistants are required to attend the annual medical administration guidelines training which will address those needs.

Infectious Diseases

If your child contracts an infectious disease (such as measles or chicken pox), notify the teacher immediately. Your child should remain at home until a physician determines he/she may return to school. Please refer to the [Childcare Exclusion List](#) posted on Macfeat's webpage (under the Resources tab) and on parent bulletin boards for a complete list of conditions or exposures for the current year that require exclusion from school and requirements to return to school. You must inform Macfeat within 24 hours after your child has developed a known or suspected communicable illness. Please refer to the [Childcare Exclusion List](#), and check if a parent note or medical note is required for your child to return to school.

If your child is at school and suspected of having a contagious condition, your child will be made comfortable in the Macfeat office or classroom's Quiet Center until he/she can be picked up by you or an authorized person.

We will notify other parents about any communicable disease in the classroom and inform them of appropriate treatments and precautions.

If a child is underimmunized or unimmunized because of a professionally documented health condition or family's beliefs, the underimmunized child will be removed from the affected area promptly and the ill child will be put in the Quiet Center. Both children must be picked up from the program immediately and the families may refer to the [*Childcare Exclusion List*](#) for requirements to return to school.

Please keep your child at home if he/she has any of the following. This is not an exhaustive list. Please check the [*Childcare Exclusion List*](#) for exclusion and requirements to return:

- Chicken Pox
- Mouth sores with drooling
- Diarrhea: three or more episodes within 24 hours
- Fever of 100 degrees (or above) orally within 24 hours, without fever-reducing medicines
- Measles
- Head lice
- Hepatitis A
- Impetigo
- Mumps
- Pink Eye/Conjunctivitis
- Rapidly spreading rash
- Ringworm
- Scabies
- Shingles
- Staph or Strep skin infections (includes MRSA)
- Strep throat
- Draining or oozing sty
- Tuberculosis
- Vomiting: two or more episodes within 24 hours
- Whooping Cough
- Rapidly spreading rash or rash with fever
- Hib
- Meningitis
- COVID-19
- Symptoms of possible severe illness, such as unusual lethargy, irritability, difficulty breathing, persistent crying, severe coughing, severe abdominal pain, or other unusual signs

Mildly Ill Children

If an illness prevents a child from participating comfortably in activities, a parent or responsible party will be notified immediately and asked to pick up the child.

Medications

The following guidelines apply:

1. No medication will be administered except for EpiPens and breathing treatments. If a child needs a prescribed or over-the-counter medication during the hours in which they are present at school, the parent or legal guardian must come to school and administer the medication. Please see the director with any questions regarding this policy.
2. If medication is necessary, a parent/guardian must complete and sign the Medication Administration form listing child's name, date, type of medication, dosage and time(s) to be given, instructions, information regarding possible side effects and a signature from a licensed health care professional is required. This form must be presented to the child's teacher as needed.
3. Medication must be in the original container with the pharmaceutical prescription label or manufacturer's instructions, clearly labeled with the child's full name, date, name and strength of the medication, the name of the licensed health care provider, and expiration date. Medicines are kept in a locked box and can be refrigerated if necessary.
4. Medications must be accompanied by written instructions provided by the prescribing health care provider.
5. A lead teacher, graduate assistant or the director, trained annually in the proper techniques of medicine administration will administer medications. A copy of this record will be sent home to parents at the end of each week, as needed, and the original copy will be kept in each child's file.
6. Medication errors are recorded in the child's record and the parent shall be immediately notified and notified in writing of a medication error or a suspected adverse reaction to a medication. If the error requires medical attention, DSS will be notified.

Grievance Procedures

Parent/Student Grievance: We hope that any grievance of a student or parent can be resolved by a conference with the student's teacher. If this is not possible, the grievance may be referred to the following:

- 1st Director of Macfeat
- 2nd Dean of the Richard W. Riley College of Education, Sport, and Human Sciences - If any grievance is referred to the Dean, it must be in writing stating the nature of the grievance and the relief sought as well as a description of efforts, with dates, to resolve this prior to the referral. The dean's decision will be final in all cases.

Payments and Fees

Fee and tuition payments are due in the Cashiers Office by 5pm on or before dates specified. The university will assess a charge of \$25 for each month's payment that is delinquent. The university reserves the right to assign any delinquent account to a collection agency, and you will be responsible for all associated collection costs. Checks may be made payable to **Winthrop University** and mailed, delivered or paid online to the Cashiers Office. (See the last page of this handbook for online payment instructions.) No monies are kept in the Macfeat Office. Checks returned by the bank will be subject to a returned check charge of \$30. A student account with a total of three returned checks will be placed on a "Cash Only" basis for the remainder of his/her enrollment. It is imperative that tuition and fees be paid on time. (Please read **Administrative Dismissal** policies for more information).

Administrative Dismissal

The following situations can result in a child being dropped from enrollment:

- **Nonpayment of Fees:**
 - Registration and materials fees must be paid before a child attends class.
 - Tuition is due on the date specified on the monthly statement. (See Payment and Fees above.) The school reserves the right to discontinue the child's enrollment if tuition payments are chronically late or more than 30 days late.
 - Further, the school reserves the right to refuse registration for the next year for any family whose accounts are chronically or excessively delinquent.
- **Severe Disruptive/Destructive Behavior:** The ultimate goal of guidance and discipline in our classrooms is to help the children learn to control their behavior and eventually take responsibility for their own behavior. Any severe behavior that disrupts a classroom will result in removal of the child from the classroom until the child can gain control of her/himself. A note will be sent home that day for the parent/guardian to sign and return the following day. In the extreme case of a child inflicting or attempting to inflict harm to another (e.g. kicking, biting, punching) a parent/guardian will be called to take the child home for the day. In the case of repeated offenses, information about the function of the behavior will be shared in a mandatory Family-Teacher-Director conference. During the conference, a plan to improve the behavior of the child, including positive behavior support strategies, will be developed and signed by all parties. The plan may include recommendations for counseling, pediatric or other professional examination. Suspension is not permitted at Macfeat. If behavior does not improve significantly and/or the family does not adhere to the agreed upon behavior plan, and there is agreement that exclusion is in the best interest of the child, he/she may be dismissed from the program. In the case that exclusion measures must be taken, assistance will be offered to the family in accessing services and an alternative placement.
- **Health and Safety:** A major responsibility of Macfeat is to ensure the health, well-being and safety of all the children enrolled. Failure of families to abide by health policies and provide the school with current, accurate medical forms and emergency information can jeopardize the school's accreditation and licensure and result in the child's dismissal from the school. Fees paid for the month of a child's dismissal will not be reimbursed.

Withdrawal from the Program

If a family chooses to withdraw its child from Macfeat, a month's notice is required in writing. **Fees are due for the month following withdrawal, unless a month's notice has been given.** Please make checks payable to **Winthrop University** and mail or pay online to the Cashier's Office. Tuition and fees are due in five installments per semester. The Materials fee for the school year is due in two parts, half in August and half in January. All payments are due on the first day of the month. Prompt payments are **imperative**. The university

Payments and Fees

will assess a charge of \$25 for each month's payment that is delinquent. There is no deduction for days absent, school closings, or days a child may be picked up early.

To pay online: click the "Macfeat Parent" link on the left side of the Cashier's Office webpage www.winthrop.edu/cashiers. Use your child's Winthrop ID as the username and their date of birth (mmddyyyy) as the password.

Monthly Tuition and Fees Rates: Monthly payments are a combination of the *annual tuition and materials fees divided into 10 equal amounts. After-school care is available from 3:30 - 5:30 and carries an additional fee of \$5.75 per day.

Monthly Rates			
Kindergarten and Full-day Preschool		Half-day Preschool	
Due Dates	Tuition and Fees Full Day Programs	Due Dates	Tuition and Fees Half-day Programs
August 1	653.32 (tuition-557.07 and materials fee-96.25)	August 1	345.03 (tuition-290.03 and materials fee-\$55.00)
September 1	653.32	September 1	345.03
October 1	653.32	October 1	345.03
November 1	653.32	November 1	345.03
December 1	653.32	December 1	345.03
January 1	653.32 (tuition-557.07 and materials fee-96.25)	January 1	345.03 (tuition-290.03 and materials fee-55.00)
February 1	653.32	February 1	345.03
March 1	653.32	March 1	345.03
April 1	653.32	April 1	345.03
May 1	653.32	May 1	345.03

Monthly Rates for Optional After-School Care: \$5.75 per day

Due Date	Monthly Rate
August 1	40.25
September 1	120.75
October 1	109.25
November 1	109.25
December 1	40.25

Due Date	Monthly Rate
January 1	92.00
February 1	115.00
March 1	126.50
April 1	86.25
May 1	86.25

*Annual Tuition and Fee Rates			
Full Day Programs		Half Day Preschool	
Annual Tuition	Annual Materials Fee	Annual Tuition	Annual Materials Fee
\$6,340.70	\$192.50	\$3,340.30	\$110.00

*Information subject to change